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ABSTRACT

The paper examines and describes the development, trends, and current status of education for librarianship in Brazil against the background of the contemporary library scene and the system of higher education in general, focusing on the development of the 30 undergraduate and six post-graduate library programs in existence today. The master's programs are described individually. Included are brief descriptions of the beginnings of library education in Latin America and library development in Brazil. Appendices provide organizational charts of library-related institutions, statistical data on school programs, a listing of courses required in both the undergraduate and graduate programs at the Universidade Federal de Minas Gerais, a directory of schools/departments/faculties of library science and documentation, and a lengthy bibliography. (Author/JD)

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Education for Librarianship in Brazil

An inter-disciplinary paper submitted in partial satisfaction of the requirements for the degree Master of Arts in Latin American Studies

by

Pamela F. Howard

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ABSTRACT

The paper examines and describes the development, trends, and current status of education for librarianship in Brazil against the background of the contemporary library scene and the system of higher education in general. It also provides brief descriptions of the beginnings of library education in Latin America, library development in Brazil, the current library scene and higher education in Brazil. The focus of the paper is on the development of the thirty undergraduate and six post-graduate library programs in existence today. The master's programs are described individually. The author concludes that although development has been sporadic and haphazard in the past, the steady pattern of development, coordination, standardization and general upgrading of the library training programs will continue and provide for a core of better qualified librarians, teachers, researchers and resources.

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INTRODUCTION

The purpose of this paper is to examine and describe the historic trends and current status of library education in Brazil. In the past two decades there has been a notable surge in the development and establishment of Brazilian library schools that has, for the most part, been unacknowledged in English language library literature. Brazil, largest of the Latin American countries, has been greatly influenced by the experiences of the United States. This is particularly reflected in the current educational situation in general, as well as in library education.

The emphasis of this paper is on the graduate level of library training programs. It has been suggested that this emphasis is not unlike emphasizing doctoral programs in Library Science in the United States, however graduate programs must be emphasized for two reasons. In the first place the graduate level programs, as a result of a systematic trend to upgrade and consolidate educational and professional programs by the Brazilian Ministério de Educação e Cultura (MEC) will probably become of greater importance in the future of Brazilian library education than the bachelor level programs. In fact, the master's degree programs of the seventies were established as the first step toward solving

the basic problems in the fields of library and information science. Secondly, the master's programs offer a greater variety of courses, on a national scale, than do the bachelor's programs, which have been fairly well standardized nationwide. The objectives and goals of bachelor's programs are essentially the same, whereas each master's program has unique objectives and goals.

It is the hope of this writer that this paper will be useful to students of comparative or international librarianship and to teachers of librarianship, especially to those who may find themselves with the good fortune to visit or teach in Brazil. As very little has been written on this topic in English or Portuguese this report should serve as an introduction to library education in Brazil and to the reasons for its present state of development.

A thorough survey of the literature about library education in Brazil reveals a paucity of material both in English and Portuguese. As yet there is not one source that encompasses the entire spectrum of the development and current status of undergraduate or graduate library programs in Brazil. However, the following works provide much interesting information.

The first significant article to appear on the topic is Edson Nery da Fonseca's "Desenvolvimento da biblioteconomia e da bibliografia no Brasil."[1] He provides brief accounts of library education; librarianship; the National Library; popular, special, university and children's libraries;

associations and congresses; and specialized bibliography. The first monographic work devoted specifically to library education is Laura Garcia Moreno Russo's A Biblioteconomia brasileira, 1915-1965.[2] Its 357 pages deal with the historical background of library education, curricula of specific library schools at the time of publication, library legislation. There is also an excellent bibliography encompassing all aspects of librarianship. The most recent Portuguese language work is O Ensino de biblioteconomia no Brasil, published in 1978 by the Coordination of Training Personnel in Higher Education (CAPES).[3] This report focuses on the status of library and documentation schools, with emphasis on the present state of affairs involving library school educators. It also includes several recent articles on library education with abstracts in English.

Notable works in English are William V. Jackson's contributions on libraries and library education in Brazil which appear in volume three of the Encyclopedia of Library and Information Science[4] and Cavan McCarthy's book, Developing Libraries in Brazil: with a Chapter on Paraguay.[5] Although Jackson's writings appeared in 1968, much of the information provided is still relevant today. The Jackson contribution about library education includes an historical resume; the number, distribution and enrollment of library schools; faculty; curriculum; research and publications; professional libraries; and special courses and continuing education. McCarthy's work, which judging from the light-hearted tone

of the book, was more play than work to produce, describes at length and in a very subjective tone, many aspects of the Brazilian library scene in general. Both publications serve well as points of departure for further research as they include many bibliographic citations.

Apart from the dearth of published material, there are other impediments to a systematic study of library education in Brazil. One problem is lack of currency in the information. For example, one important Brazilian student survey conducted at the Federal University of Minas Gerais was completed in 1974 but not published until September 1977. It has been suggested that because few library schools (the universities of Brasília and Minas Gerais being the major exceptions) publish journals that appear regularly and have international distribution, publication of an article written by a school faculty member may be postponed in order to include articles written by persons from outside the school.[6]

The problem of timeliness is compounded by the slow delivery of publications. It can take from six months to two years for Brazilian journal issues to reach the shelves of American libraries--two years being more common. Hence, it is practically impossible to provide current information about the Brazilian scene from a distance of four thousand miles. In an attempt to compensate for the scattered materials available, letters were sent to the directors of the thirty Brazilian library programs in the hope of acquiring

contemporary and specific information about the curricula and history of each school. Excellent responses (including course descriptions, brochures and catalogs) were received from thirteen schools.

To evaluate the development of Brazilian library schools several criteria were examined when available: program goals and objectives; curriculum; student and faculty; physical resources and facilities; legislation and administration. As the amount of information obtained from school directors varied greatly, it was not possible to examine or evaluate all criteria for each school. Questions of particular interest to be considered in the evaluation of library education include:

1) Are the program goals and objectives clearly defined and announced publicly?

2) Is the program responsive to the needs of the constituency which the school seeks to serve?

3) Does the curriculum appear to be a unified whole or an aggregate of courses?

4) Are principles and skills emphasized or rote learning and routines?

5) Does the curriculum respond to current international trends in library development and professional education?

6) Are adequate supportive materials and facilities readily available?

7) What are the qualifications required for faculty members?

8) What is the size and caliber of the faculty?

9) What are the requirements to be met by the students for undergraduate and graduate programs?

10) Are students encouraged to develop broad general backgrounds or specialize early and are students from other disciplines accepted into library master's programs?

11) From where does the financial support of an institution come and is it adequate?

12) Has legislation had an effect on the development of library education and the practice of librarianship in general?

With these questions in mind, we can now examine some of the historical patterns of library education in Latin America generally and Brazil specifically.

BEGINNINGS OF LIBRARY EDUCATION IN LATIN AMERICA

It was not until the present century that formal education in librarianship made its appearance in Latin America. Prior to this century, most Latin American librarians were trained while working in a library, as was the case in most countries throughout the world. The training or apprenticeship of the "keepers of the books" was limited to the needs and procedures of the individual library in which one was employed, without concern for such modern concepts as inter-library bibliographic control or standardization.

The first library training program in Latin America was initiated in 1912 by Ezequiel Chaves at the National Library in Mexico City, but this course apparently did not exist for very long. Brazil was the first South American country to provide formal instruction in library service. Manoel Cícero Peregrino da Silva, then director of the National Library in Rio de Janeiro, was a primary force in the organization of a library training program which was enacted in 1911 and instituted in 1915 at that library. Seven years later, in 1922, Argentina became the third Latin American country to offer library training when courses were offered at the library of the University of Buenos Aires. In 1936 the National Library in Bogotá, Colombia, began library service instruction on an emergency and limited scale.[4] The chart below

shows a chronological listing of the first library school in each of thirteen countries.

Chronology of Latin American Library Schools

(First in each country)

Year	Country	City	Institution	Remarks
1912	Mexico	Mexico City	Biblioteca Nacional	First known training school for librarians in Latin America
1915	Brazil	Rio de Janeiro	Biblioteca Nacional	The oldest continuous program
1922	Argentina	Buenos Aires	Universidad de Buenos Aires	
1941	Panama	Panama City	Universidad Nacional de Panama	Local initiative with U.S. librarian
1943	Peru	Lima	Biblioteca Nacional	A.L.A. helped
1944	Ecuador	Quito	Universidad Central	Rockefeller grant
1944	Dominican Republic	Santo Domingo	Universidad de Santo Domingo	Did not survive
1946	Chile	Santiago	Universidad de Chile	
1946	Colombia	Medellin	Colegio Mayor de Antioquia	
1946	Uruguay	Montevideo	Universidad de la Republica	U.S. librarian assisted
1947	Guatemala	Guatemala City	Universidad de San Carlos	Did not survive
1948	El Salvador	San Salvador	Biblioteca Nacional	Did not survive
1949	Venezuela	Caracas	Universidad Central	

(From Richard Krzys and Gaston Litton, A History of Education for Librarianship in Colombia, p. 21.)

With the 1940's came many North Americans, with support from the Rockefeller Foundation and other ~~phi~~lanthropic organizations, who were anxious to lend a helping hand and provide the necessary money and expertise to improve existing and newly established library schools. Some peripatetic non-Latin American librarians of this era who made indelible marks upon library education in Latin America were Gaston Litton, William Vernon Jackson, Herbert Coblans and Mr. and Mrs. Arthur Gropp. They provided encouragement and advice to Latin American librarians interested in starting new programs of library service in Panama, Peru, Ecuador, Dominican Republic, Chile, Uruguay, Colombia and Brazil. Thus far, Brazil has far outstripped the other major countries of Latin America in the number of library schools established.[7] By 1967 there was a total of forty library schools in Latin America, sixteen of which were located in Brazil. At present there are thirty library schools in Brazil.

LIBRARY DEVELOPMENT IN BRAZIL (TO THE TWENTIETH CENTURY)

To put library education in Brazil in proper perspective, it is necessary first to comment upon the development of libraries, and in particular the National Library, in Brazil. This institution was fundamental to the subsequent schools that have been established.

The earliest libraries in Brazil were those established by orders of Jesuit, Franciscan and Benedictine friars during the sixteenth and seventeenth centuries. These monastic libraries were generally small, theologically oriented collections of books produced in Portugal. Officially there were no printing presses in Brazil until 1808. The use of these libraries was restricted to the brothers of the orders and to a privileged few, the local elites. At this time the keepers of the books gave little thought to the organization or administration of the libraries.

During the nineteenth century, as the Brazilian population and book production increased so did the number of libraries. Although literary societies were discouraged by the Portuguese crown, several did manage to exist for a while, and many of these had small functional libraries consisting of works of a philosophical, moral, and scientific nature. These libraries were also restricted to members of the societies.[8]

With the early years of the nineteenth century came the Royal Bragança Family from Portugal, fleeing from a Napoleonic invasion. King João VI brought with him (and his entourage of ten thousand members of court) the royal library collection from Lisbon of approximately six thousand works, and in 1810 he founded the Royal Library which was opened to the "public" in 1814. The library was directed by various priests and one bishop. It was not until 1853 that the library, by then called the National Library, had a director who was concerned with its organization and administration, Father Camillo de Monserrate. His successor, Baron Benjamin Franklin Rámiz Galvão, appointed in 1870, was the first secular director of the National Library and has been considered to be the father of the Brazilian library profession.[9] He is best known for his studies abroad relating specifically to library organization and administration and for cataloging the National Library's collection for the monumental"Exposição de História do Brasil" and its resultant Catálogo.

At the turn of the century Manoel Cícero Peregrino da Silva was inaugurated as director of the National Library and with him came the first legislation for a library school program. Among many other innovative ideas and actions, Peregrino da Silva organized the first library training course in South America in 1911, instituted in 1915 under the sponsorship of the National Library. Decree No. 8,835 of July 11, 1911 not only established a constitution (regulamento) for

the library but also provided for a four-course program of training for future "oficios da biblioteca," but this program served only the National Library.

There were at least two other official public libraries in Brazil during the nineteenth century, one in Bahia (established in 1812) and the other in Itaguahí (established in 1879). There were also several private libraries established by and for the new immigrants in Brazil. For example, the British Subscription Library was started in 1826, the Bibliotek der Gessellschaft Germania in 1870, and the Gabinete Português de Leitura in 1850. Just how much interaction there was between these libraries has not, to this writer's knowledge, been studied. Cavan McCarthy notes that presently there are two subscription libraries in Brazil but that they have not influenced Brazilian library development to a great extent.

CURRENT LIBRARY SCENE IN BRAZIL

With a population estimated at over one hundred million and territory covering over 8.5 million square kilometers, Brazil is the largest developing country in the western hemisphere. It is an emerging nation with a vast potential of human and natural resources that can be relied upon to cope with the wide variety of economic, cultural and social problems and issues which are inevitable for a country of its size. The colonial heritage which limited Brazil's participation in the world economy as an exporter of raw materials and importer of finished products determined her dependency on foreign investments. Even though the industrialization process started in Brazil about forty-five years ago, she continues to encourage an influx of foreign trade, technology and capital while maintaining careful vigilance over her natural resources.

Nevertheless, Brazil wants to transform into a super (capitalist) power, preferably within the next generation. The Brazilian people realize that to accomplish this feat, they must endeavor to minimize the relative distance between themselves and the developed countries. They have also realized, as the United States did in the post-Sputnik years, that technological (hence economic) development and

advancement will become increasingly dependent upon the rapid dissemination of information. For these reasons the information centers and academic libraries have enjoyed a greater amount of federal support, more so than the public library system.

The literature indicates that support for a national public library system has been very weak; a fact that many Brazilian librarians find disturbing. Since 1970 there has been a strong literacy campaign in progress, MOBRAL (Movimento Brasileiro de Alfabetizacao), using relevant words such as "brick" and "hoe" to teach reading skills in rural areas. If this were tied in with promoting library use and the libraries were supplied with low-level, high-interest reading materials, the "library habit" might have a chance to develop more fully. There has recently been discussion of a national library plan which would include public libraries; fruition or success of the plan remains to be seen.

On the other hand, there tends to be firm support for those libraries of a technical or economic nature that contribute directly to the "National Plan for Scientific and Technical Development." There is a definite trend toward the creation of networks between these libraries and

increasing interest in the application of a variety of automated processes to their respective collections. Some of these networks are: BIREME, Biblioteca Regional de Medicina; REBAM, Rede de Bibliotecas da Amazônia, comprised of twelve regional libraries from private enterprises, academic and federal institutions; SEICT, Sistema Estadual de Informação Científica e Técnica, comprised of two integrated projects, Banco de Dados (Data) de Ciência e Técnica do Estado de São Paulo and the Rede Estadual (State Network) de Informação Científica e Tecnológica.[10]

Computers are being used in a number of libraries; however, much library computing is processed on borrowed machines. According to Cavan McCarthy, the Chamber of Deputies Library in Brasília is the leading Brazilian library in automation. They have produced a computerized UDC-based system called LEMME that makes available all legislation related to the Ministério de Minas e Energia. IBBD/IBICT has published several annual or biennial bibliographies with titles like Bibliografia Brasileira de Química, all with computer produced KWIC and author indexes. The same organization is also mechanizing its union periodicals catalog. Some other governmental agencies that have plans for networking and/or increased computer use are: the Instituto de Energia Atômica which already provides an SDI service, the Centro de Informações Nucleares and the Ministério de Fazenda (Interior).[11]

Although there have been many library related laws, decrees and regulations since the first decree in 1911 which

established the Biblioteca Nacional, the most important legislation passed for the profession was Law No.4,084 of June 30, 1962 which officially recognized librarianship as a profession. The ramifications of this law were far reaching in the field of librarianship in Brazil. It limits the practice of librarianship to those who are graduated and hold a bachelor's diploma from an officially recognized school of librarianship (eleven in 1962).[12] The rights of those already holding a library position, without a diploma, were protected. According to Morris Gelfand, this piece of legislation has significant and instructive value above and beyond defining librarianship as a profession; it also defines the broad range of functions which constitute librarianship. It encourages the development of librarianship by allowing for new professional associations and library schools which, in turn, enrich the profession. It also sets minimum standards of education and training and encourages the upgrading of standards; provides a comparison of librarianship with other professions and for compensating librarians according to the level of education and training which they have achieved; and lastly, recognizes the importance of advancing librarianship by encouraging conferences, seminars, research and publication. This contrasts greatly with the United States which does not explicitly recognize librarianship as a profession in national legislation but has many states that do so through their certification laws and practices.[13]

Nevertheless it was not until November 28, 1968, when Law No. 5,540 was enacted, that the library school courses were fully integrated with the other university departments (faculdades). The "Law of University Reform," as it is known, called for the transformation of library and other "newer" professional schools into departments or courses on an equal footing to those more established departments such as political science and law. With the passage of these laws, library schools and the profession itself began to grow in a more systematic, progressive manner. For example, in the pre-1962 era, the course structure was primarily geared toward the graduation of library technicians who were capable of running the everyday functions of a library. Not much attention was given to the upgrading of standards or theoretical considerations of the profession. Aside from establishing librarianship as a profession, Law No. 4,084 of 1962 provided for a minimum curriculum of a fixed duration of three years. The coursework is now to include the basic library skills of cataloging and classification, bibliography and reference, organization and administration of libraries, documentation and paleography, a practicum, studies in Brazilian problems as well as several other general cultural classes such as history of books and libraries, history of literature, art history, historical and social studies, physical education and evolution of philosophical and scientific thought.

The trend towards upgrading the profession continues as extra courses and more advanced studies are being expected

of librarians and their teachers. Contemporary courses now reflect the pressing information needs in technical fields of the Brazilian government through greater emphasis on courses focusing on automation and information science.

As in most countries, library services in Brazil are provided by a diverse array of libraries scattered throughout the country. This writer was unable to locate reliable figures for an approximate number of Brazilian libraries existent. The Anuario Estatistico do Brasil, 1977, gives 3,519 as the total number of libraries, with 13,289 employees for the year of 1974. However Cavan McCarthy, in citing the 1971 Sinopse Estatistica do Brasil,[14] reports 9,743 libraries for the year 1965. The lack of correlation between the figures leads one to suspect both. Suffice it to say that there is a wide variety of libraries in Brazil; whether or not they are being adequately utilized or staffed is another matter. Ideas as to services provided, structure and organization are diverse and reflect local and international influences. There are five major types of libraries found in Brazil.

National: The Biblioteca Nacional is located in downtown Rio de Janeiro. The present building was constructed in 1910 and although lovely to behold, it is now inadequate housing for a national collection. Built to house 400,000 volumes, its collection numbers over 2.5 million volumes at present. The library is a unit of the MEC and the President of the Republic appoints the director, until recently, Jannice Monte-Mor.

The library has nine major divisions:

a) Technical Coordination.

b) Acquisitions and Processing, consisting of the Legal Deposit, Purchases, Registration, Cataloging, Classification and Catalog Composition sections.

c) General Reference, including sections of Storage, Reading and Consulting, Bibliographic Information and Periodicals.

d) Specialized Reference, including sections of Rare Books, Music, Iconography and Manuscripts.

e) Division of Information Dissemination, including sections of Publishing, Cultural Promotions and Exchanges.

f) Division of Conservation, including sections of Preservation and Restoration, and Binding.

g) Copyright Services.

h) Reprographic Services.

i) Auxiliary Services

As of December 1975, the library employed 296 persons.[15]

From 1945 to 1947 the library underwent major organizational modifications under the direction of Rubens Borba de Moraes. With the help of a team of American specialists consisting of Harvie Branscomb, Gaston Litton, William A. Jackson and Kathleen Clifford, improvements were made in the cataloging procedures, conversion to a decimal classification, and library services were extended to students.

The most important publications of the National Library are the series Anais (1876-), Documentos Históricos (1928-), Boletím Bibliográfico (1951-), and Lançamentos do Ano (1961-). In 1975 studies were in progress to determine

the feasibility of automating the publication of the Boletím Bibliográfico and the technical processing of the serials sections of the library.

Special Libraries: In Brazil, special libraries tend to appear under the administration of a university faculty or government ministry. According to Cavan McCarthy, the best organized libraries are those of medical schools; dental school libraries are usually next. It is in the medical library field that national and special librarianship join forces to make biomedical literature available to researchers throughout the continent. In 1967 an agreement was made between the National Library and the Sao Paulo School of Medicine to create a regional medical library, BIREME (Biblioteca Regional de Medicina), which would serve the nation's needs for medical literature and strengthen the continental network of biomedical libraries. It makes ample use of several data bank services including MEDLARS. The greatest number of special libraries in Brazil are in the fields of medicine and technology. There are also special, national libraries for Dentistry, Veterinary Science, Pharmacy and Nursing, each with a corresponding network of libraries throughout the nation.

According to McCarthy, Brazilian industrial companies have not yet developed a heavy dependency upon special libraries. However, he predicts that technological information will become as vital to them as to firms in other countries.

Public Libraries: The public library system reflects the diversity within the country itself. In Brazil, biblioteca pública denotes any collection of books which is made available for public use. There are many different types of public libraries and diverse concepts regarding their organization and structure. The state and municipal libraries generally serve the more urbanized areas but fall short in services to the entire population of their respective states. Therefore these public libraries must be supplemented by special programs in addition to the usual fixed library structures in capital cities. Public services to outlying areas have been assumed by a separate, semi-private system which has the potential to expand and perhaps eventually coordinate with the city and state systems. These are the SESI/SESC, Social Services for Workers in Industry and Commerce, financed by commercial employers and administered by the National Confederation of Industry and Commerce. The Binational Library Centers sponsored by the U.S./ICA since 1952 are another type of public library service available to Brazilian citizens in metropolitan areas. These centers provide LC catalog cards to any library requesting them, maintain open access stacks, and extend lending privileges to registered patrons. The last type of public library to be mentioned here is the subscription library. There are two in Rio Grande do Sul, and several "Portuguese libraries" have been set up by the Portuguese communities in major Brazilian cities. Membership fees are generally reasonable, yet the libraries do not pose a threat to the "business" of

other public libraries. It should be mentioned, at least briefly, that practically all municipal and state libraries make some provision for service to children and young people however limited in size or uncertain in quality. The Biblioteca Infantil (Children's Library) system of Sao Paulo, completely separate from the Municipal Library, is the most notable of Brazilian children's services. It is especially important that public library services include children as most school libraries are woefully inadequate and greatly neglected.

Academic Libraries: Brazilian emulation of the European tradition of scattered development of many faculties or isolated colleges is reflected in the development of Brazilian academic libraries. As Brazilian universities are, for the most part, federations of existing faculties, schools or institutes, their libraries may be located throughout the city of wherever the faculty was originally established. Since the Brazilian educational system required, and still does for most degrees, early specialization, students have come to depend on specialized departmental libraries with their particular faculty when they need to use a library--generally less often than their North American counterparts because the teaching style in Latin America depdnds more on rote memorization of teacher-prepared syllabi (apostilas), than in the United States.

Although the Central Library of the University of Brasilia is unique, it does deserve special attention. Intending to break with Brazilian tradition, it is the only

university library constructed to serve as the central library. It maintains the highest ratio of volumes per student, approximately 31:1, which contrasts dramatically with the volume/student ratio at the State University of Mato Grosso, 8:1.[16] Originally funded, in part, by a Ford Foundation Grant administered by the American Library Association, it now enjoys almost adequate funding by the Brazilian government. The high salaries paid have attracted many of the country's most capable librarians.[17]

School Libraries: As mentioned earlier, these are generally neglected. However, there have been a number of state and federally funded projects to improve collections and their use. In the states of Guanabara and Rio Grande do Sul the Secretariat of Education conducted a series of short courses to train teacher/librarians, enlisted the aid of parent's organizations, Rotary Clubs and other groups to establish more libraries, and formed a group to cooperate with the National Textbook Program, a program to distribute fifty-one million textbooks to revitalize the educational system. William Jackson describes the most impressive school library of the 1960's as being the Centro Educacional Carneiro Ribeiro's Escola Parque in Salvador, Bahia. The library offers reading and reference services, story telling, a collection of over ten thousand books and a dictionary catalog.

After World War II, it became apparent to those Brazilian officials and librarians who were aware of the experiences

of the technically advanced countries, that a need had developed in Brazil for an efficient and effective system for the organization and dissemination of information. The need had developed, in part, because of Brazil's societal transformation from a purely agriculture-based economy to one that has rapidly and intentionally become increasingly industrial and urban oriented.

Before the late 1940's, to perform research in Brazil was a difficult process. The country lacked proper channels to allow for systematic research; higher education was structurally and materially unprepared to encourage scientific progress; good documentation centers and libraries were few and scattered and in general, bibliographic activities lacked cohesion.[18]

As the fifties and sixties have been considered "boom" years for Brazil's industrial economy, so were they for Brazil's library development. On the library scene one of the most important outgrowths of this era was the creation of the Brazilian Institute of Bibliography and Documentation (IBBD). Formed in February 1954, the IBBD provided for and organized many of the bibliographic functions not carried out by the National Library. It was the result of a suggestion made by UNESCO representatives in 1950 to the Getúlio Vargas Foundation, which had been engaged in bibliographic projects since 1947, including the development of a national union catalog and a printed card service similar to that of the U.S. Library of Congress. Financial support, albeit

inconsistent, came mainly from the National Research Council (CNPq) and the Getulio Vargas Foundation.

One of the most important IBBD activities was the continuation of the national union catalogs for books and serials started by the Fundacao Getulio Vargas (GVF). In collaboration with the Instituto Nacional do Livro (INL), National Library and major university and research institutes, the IBBD formed a committee which has been partially responsible for the development of twelve regional bibliographic centers. These centers have been involved with the exchange of bibliographic information, regional union catalogs, photoduplication, and the compilation of bibliographies. Another important contribution of the IBBD has been the compilation of current indexes to Brazilian writings in the fields of natural and social sciences.[19]

In an effort to improve services in the areas of science and technology, the IBBD underwent total reorganization and a name change in March of 1976. The resultant "Instituto Brasileiro de Informacao em Ciencia e Tecnologia" (IBICT) is subordinate to the National Council of Scientific and Technological Development (previously the National Research Council, CNPq). (See Appendix 1) For the IBICT, the basic goal of IBBD, that of improved national bibliographic

control and dissemination, has been elaborated and expanded considerably. By comparing the organizational charts of the two bodies (see appendix 1) one can see that several new divisions have been created to reflect the added objectives of the newer institution--for example, the Divisions of Foreign Data Bases, Data Processing, and Teaching and Research. Indeed, a brochure from IBICT enumerates the following as its basic concerns:

1. transfer of scientific and technical information on a national and international scale.
2. the development of scientific and technical researchers.
3. master's recipients in the area of Information Science.
4. specialized research in the areas of"Metalanguage of Science" and "Structure and Flow of Information."
5. development and implementation of information systems in specialized fields of knowledge.
6. development of indexes to the scientific and technological literature of Brazil in order to facilitate retrieval.
7. development and improvement of collections at documentation centers.
8. development of Brazilian expertise in all phases of collection, indexing, abstracting and dissemination of information.

In an effort to attain these goals the institution currently publishes the Revista Ciência da Informação, specialized Brazilian bibliographies, union catalogs of periodical publications, Periódicos Brasileiros de Ciência e Technologia, Lista Geral de Cabeçalhos de Assunto (General List of Subject Headings) and a copy of the Universal Decimal Classification

scheme. Educational services provided by IBICT include the location and information about Brazilian theses, document production, a specialization course on scientific documentation and a master's program in information science which will be discussed in greater detail later.

While considering the development of Brazilian libraries in the twentieth century, one may feel simultaneously elated and depressed. Although libraries have increased tremendously in number, they are, in far too many cases, of poor quality. There are, of course, many exceptions to this rule. Against what may seem to be insurmountable problems, notable efforts are being made by many Brazilian librarians, documentalists, educators and government officials to rectify the library situation.

The development of Brazilian libraries, be they public, private, academic or specialized has been characterized by Cavan McCarthy as a "boom/flop" syndrome. He comments, "Two features seem to me to be present throughout the history of Brazilian public libraries: they start early and enthusiastically but continue unsteadily in a boom/flop motion."[20] This motion is a result of inconsistent, unsteady financial backing due to the fact that in Brazil, unlike in the United States, the fate of a library may rest in the hands of one individual. For example, the prosperity of the Library of the Amazon corresponded directly to the value an individual state governor placed on the library. When a governor felt it important, money was allotted for the library. In other years, when

governmental interest waned, the library was abandoned.

Admittedly financial support has been a serious problem for Brazilian libraries and library schools, yet it is only one of a number of serious and deep-rooted problems, problems that stem from political and cultural traditions that are unlikely to be changed or remedied soon. Antônio Agenor Briquet de Lemos has compiled a list of ten major snags or issues which have been considered by Brazilian and foreign librarians to be typical of the library situation in Brazil.

> 1. Permanent shortage of financial resources to cater for a continuous supply of new reading materials, chiefly in public and school libraries and occasionally in university and special libraries.
>
> 2. Consequent on the economic limitations, the tendency to keep library collections under strict control with closed access stocks even in some special libraries.
>
> 3. Negligible cooperation among libraries and librarians.
>
> 4. An ever-increasing backlog in cataloguing. In 1971 there were 3,304,680 uncatalogued volumes in the different types of libraries corresponding to almost 30% of the total of catalogued books.
>
> 5. Irresistible concern with minutiae in the accessioning and cataloguing of materials.
>
> 6. Wastage of funds when available due to the ignorance of basic managerial procedures.
>
> 7. Non-acceptance of the contribution which professionals from other fields can provide towards the solution of library problems and consequent inability to achieve team-work and interdisciplinary research.
>
> 8. Concentration of qualified librarians on routine chores that can be performed with equal zeal and at lower costs by clerical or paraprofessional staff.

9. Proneness to be seduced by any new gadget, be it an electric typewriter, a reprographic piece of equipment or the computer sacred cow.

10. Librarians are always paying lip-service to cooperation, resources sharing and integration of services, providing that 'their' libraries do not have to relinquish their autonomy and consequent freedom to continue as untouchable rulers of self-contained fiefdoms. [21]

It is not within the scope of this paper to discuss all of the problems of the library profession in Brazil, hence only a selection of problems which have recurred in the literature will be addressed here.

With regard to the second point, Cavan McCarthy tells of a public library he visited that kept the collection under lock and key in glass-fronted cases. When he asked to have it opened, no one could locate the key! Unfortunately, most Brazilian libraries do not maintain open access to their collections.

Cooperation among libraries and librarians is improving --as is evident by the trend toward library networks. Nevertheless, too much cooperation is on paper only and not an actuality. This is not surprising as Brazilian cultural heritage and the present system of government centers around the political and social power of individuals, not cooperatives of any sort. Individual power is a sign of prestige and to expect anyone to relinquish even an iota of it for the benefit of a group or organization is practically unheard of. In an article about the causes of the low status of librarianship in Brazil, P. Havard-Williams places the blame squarely on Brazilian

librarians themselves, citing the lack of communication between librarians, local political figures, the media and other library professionals. Although there are many regional library associations in Brazil and a national library association (Associação Brasileira de Bibliotecários), the organizations lack political strength and national unity. P. Havard-Williams advocates that Brazilian librarians, nationwide, should "pull themselves up by the bootstraps," as it were, and that unless they are cooperatively willing to help raise the status of the profession, it will never be improved.[22]

It is rather ironic that an increasing backlog in cataloging would exist since most library school programs strongly emphasize cataloging and classification courses. One-fifth to one-third of a program's courses may be devoted to these procedures. Perhaps the backlog can be explained, in part, by the inappropriateness of the cataloging codes adopted by Brazilian librarians who tend to accept foreign cataloging procedures and apply them rule-by-rule, letter-by-letter without bending or adjusting the rules to suit romance language or local needs. Cavan McCarthy describes one São Paulo library that maintains a total of eight card files: main card catalog; a subject master file; a duplicate of the subject index; a geographical catalog; and three authority files, author, publisher and series titles--all of which are stipulated by the British UDC tables. A minimum of eight cards are produced per title with an average of fifteen cards per

title.[23] The two most common cataloging codes in use are the Vatican and the American version of the Anglo-American Cataloging Rules, neither of which is designed or suited to meet Brazilian needs; yet because they are available foreign models, they are faithfully implemented.

Instruction in basic management techniques is glossed over in most library science programs. Most "library organization and administration" courses are taught by memorization of details and routines and do not include the fundamental principles or the latest developments in the field. This is unfortunate because so many novice librarians in lesser developed countries are compelled to assume management roles even in their first professional position. Progress is being made with the development of master's programs that stress library management, such as the programs at UFMG and IBICT/UFRJ. However, only if all or most library school programs improve the teaching of management techniques will there be a noticeable impact upon the field. Lemos has suggested that students should be encouraged to take courses from permanent management schools, and that library school teaching staffs should follow advanced courses in management schools, and that continuing education courses in management techniques should be administered by library associations and schools in order to reverse this trend.[24]

The last problem to be discussed here is the low status suffered by the profession in Brazil as well as in other countries, developed or not. One of the most obvious contributing

factors to this problem is that the profession is overwhelmingly female in a male oriented society. The resultant weak power base greatly inhibits the advancement of the profession. As most women in the library profession (in Brazil) are middle class, live at home with their parents until they marry, or are married, the demand for and necessity of higher salaries is minimal. Hence, the low salaries have not attracted men with families to support or capable young men who could receive better pay in other job sectors.[25] However, with the impetus for networking, a national library system and improved documentation centers, higher salaries are now being offered and attracting more males to the profession. Other factors contributing to the low status are the lack of subject specialization of most librarians and the reluctance on the part of academic administrators to encourage interdisciplinary studies. Traditionally, students in Brazil have always specialized at an early stage in their academic career, (i.e., the very first year of college, if not sooner). For librarians, this has meant that traditional library-oriented classes such as cataloging, classification and bibliography were required at the expense of classes in general academic disciplines such as history, art, and social sciences. In the late 1940's, the library programs were expanded to include general "cultural" classes, but still no subject specialization, outside of librarianship, was required or encouraged until the late 1960's and early 1970's when international organizations and leaders in the profession cited

the necessity of such specialization. It has only been since the establishment of master's programs in the early years of this decade that librarians have begun to specialize within the field of librarianship and that degree holders in other disciplines have been encouraged to obtain master's degrees in librarianship. It is to be hoped this trend will continue and broaden.

HIGHER EDUCATION IN BRAZIL

During the colonial period, 1500-1808, the task of educating the population, Amerindian and immigrant, was assumed by Jesuit preists who established "colegios," which were actually high schools.[26] Graduates of the "colegios" who wished to continue their education would either remain in Bahia or Rio de Janeiro for theological studies or travel to the Universidade de Coimbra in Portugal or to other European universities to study law, science or medicine. In 1759, the already poor educational system in Brazil suffered a serious setback when the Marquis de Pombal issued an order to expel the Jesuits from the kingdom and its colonies. His order contained no provision to transfer the responsibility of education to another group, and so for the next fifty years education in Brazil remained in a state of relative stagnation.

However in 1808, when King Joao VI and the Royal Family fled from Portugal, the King established many educational policies and programs which were highly utilitarian and whose graduates would serve the public and promote the economic advancement of Brazil. His ideas and policies relating to

education were inspired by the French Revolution, but to what extent is indeterminable, and set precedents and examples from which the future patterns and trends of higher education were developed.

The most important educational law to be enacted during the Empire period, 1808-1889, was the Additional Act of 1834. The law decentralized the organization and administration of primary and secondary education and assigned responsibility to individual states. Only higher education and schools in Rio de Janeiro (then the capital city) were to be administered by the federal government. Consequently the duality of systems, federal and provincial, developing without formal links between each other has resulted in a disjointed, haphazard "system" of education. Many "faculdades isoladas" or single-purpose colleges in the professional fields have grown without efforts towards affiliation or merger and remain oblivious to the standards, practices or policies of other similar institutions. However in comparison to the Colonial period some progress had occurred: increased primary and secondary education, professional higher studies and sporadic and scattered appearance of isolated colleges.

It was not until after World War II that Brazilian governments realized that the country was faced with an educational system inadequate for Brazil's economic and technological development. From 1946-1964, Brazil's socioeconomic development was such that it became irrevocably immersed

in the process of modernization: rapid industrialization and urbanization, centralized planning, soaring population growth, increased real income and the expansion of a diversified middle class among other factors. This postwar modernization required a national system of higher learning to meet the manpower needs of economic growth, and the Brazilian middle class, a product of the socioeconomic transformation, demanded better access to higher education. In 1948 an educational bill was submitted to Congress, was debated for thirteen years and finally enacted in 1961 as the "Law of Directives and Bases of National Education." In essence, the law decentralized the educational system and created a dual system: federal and state. Administration was decentralized on a local level, but supervision of state and private schools was maintained by the Federal Education Council.

Presently, higher education in Brazil consists of universities, university foundations (a cluster of two to four independent schools), and isolated independent colleges. Universities must comprise five or more institutes, colleges or schools and be recognized by the Federal Education Council. Isolated colleges are usually private, single-purpose colleges, unaffiliated with larger institutions. The Federal government maintains many regulatory agencies for the governance of higher education, thus ensuring a dominant role in the development and control of higher education. However, universities are allowed a certain amount of autonomy with regard to

entrance requirements, standards and administrative functions. The social demand for higher education can be seen by the increasing number of universities established and enrollment figures which have grown markedly in the past fifteen years. From 1964 to 1973 enrollment in higher education increased 487.5 percent. Although enrollment is increasing due to governmental efforts and policies to make higher education accessible to a greater number of citizens, there is still economic discrimination against poor or lower class candidates. The teaching body has also grown considerably: from 30,872 in 1964, to 63,754 in 1971. Nevertheless the student-per-teacher ratio has almost doubled, from 4:7 to 8:9, because of the large student population.[27]

Undergraduate instruction varies from three to six years depending upon the course of study. Some programs that are offered only as graduate programs in the United States are offered to Brazilian undergraduates. For example, medicine is a six year program; law and engineering five years; and journalism, library science and physical education are at least three years in duration.

Instruction has been criticized as being overly rigid, with inadequate professional orientation given to students and early specialization required.

If a student desires to change his or her area of study, (s)he must repeat the college entrance examination, the vestibular, which has an arbitrary passing score, drop out of the original program and start, from scratch, in the new program.

In both graduate and undergraduate study, extension work, in the sense of community service, is very important in Brazilian universities. It is an economical method (i.e., free or low paid labor) of ameliorating poor social and educational conditions in less populated areas of the nation such as the Amazon basin, the central-west and north-east areas while at the same time providing students the opportunity to gain practical experience in their field of study.

A common form of extension work for library students is with the INL's Bookmobile Project (carro biblioteca). The service in Belo Horizonte uses a converted VW microbus which carries about three hundred books to outlying municipalities, most of which have small public libraries of their own. The "carro biblioteca" is used mainly by primary school students. It is staffed by library interns (estagiários), usually in the second year of undergraduate study, who stay with the service for about six months. The interns do technical processing and provide a CIP service for local publishers which sometimes provides a little money to buy a few additional books. There is another opportunity for extension work in the "Projeto Rondon," a VISTA-like program created in 1967. For this project, university students from various disciplines are shipped, en masse, during summer or winter vacation to the rural areas and set to work on short term projects of four to five weeks duration. For example, in July 1978 a group of library students from São Paulo cataloged

books for the understaffed Federal University of Mato Grosso.[28] In January and February 1972, two library students were sent to catalog and reorganize books at a library in Manaus. By 1972 over thirty thousand students of many disciplines had participated in the program.

With the trend toward modernization, industrialization and technological development, graduate study programs have assumed a role of increased strategic importance in Brazil, and since 1960 there has been a significant rise in the development and establishment of graduate programs in many disciplines. However, graduate programs in Library Science did not start until the early 1970's and thus far six programs have been established.

It has been recognized that in the 1970's Brazil faces the challenge of systematizing and institutionalizing the graduate educational process, specifically master's and doctoral programs. In 1976, fifty of Brazil's sixty-nine institutions of higher education offered graduate programs: twenty-five federal institutions, ten state and municipal, and fifteen private institutions. To curtail the random proliferation, diversification and insufficient support of graduate programs that has occurred, the Brazilian Conselho Nacional de Estudos Pós-graduados, created within the MEC in January 1974, has made initial proposals for the definition of a graduate studies policy. The purpose of the plan is "to achieve a combination of training activities at the graduate level to be developed at institutions of higher education and

research,"[29] specifically master's and doctoral programs, and in the broad sense, advanced training courses at the level of specialization and upgrading. The objectives of the "National Plan for Graduate Studies" are 1) to integrate teaching and research at all levels, 2) to utilize higher education as a sector for training human resources for all levels of teaching and societal functions, and 3) to train Brazilian faculty members at Brazilian institutions and when impossible, due to lack of course offerings, exchange agreements with foreign institutions should be arranged.

Although graduate studies programs have improved considerably in quality and number in the past decade, the lack of MEC guidelines and the diversity of criteria for implementation have resulted in the following severe problems, many of which are applicable also to the undergraduate programs: a) Stabilization. Many courses are not permanent, administratively or financially. The continuity of many programs is jeopardized by the lack of guarantees and weak ties between the program and institution. This results in false expectations generated in graduate students, interruption of projects and instructional activities, professional and job instability of teachers, technicians and administrators and the impossibility of long range commitment. False expectations do not seem to be a problem with library students who, according to the Murilo study of 1974, have reasonable job expectations; however all other aspects of

the stabilization problem are applicable to library programs.

b) Performance. The majority of graduate students do not complete their program. Only 15 percent receive master's diplomas. On the average it takes 2.5 years for a student to complete the requirements for a master's degree and over four years for a doctorate.

c) Development. Problems in development seem to be especially acute in the rural areas as students are attracted to the real or perceived job opportunities of urban areas, resulting in a "brain drain" situation for the rural areas. The coordinators of the "National Plan for Graduate Studies" have recognized the need for human resources to be fixed in basic geographical-educational regions.[30] This problem is evident in the general library situation, as many students from the rural areas find higher salaried positions in the city in which they were educated and do not return home. Most urban graduates also remain in the city where they studied librarianship. Maria L. Pacheco de Almeida points out in her article "A Profissão do bibliotecário" that in Belem only two or three, out of about 140 librarians, graudated from a library school outside the city of Belem.[31]

The aforementioned problems led several governmental agencies to establish mechanisms (new agencies) to control the problems and to guide the development of existing and new programs. In hierarchical order they are: 1) the Conselho Nacional de Educação, a collegiate interministerial

agency responsible for the formation of the general graduate studies policy and for the coordination of its execution, 2) the Conselho Federal de Educação, an agency of MEC, responsible for regulating the general legal procedures and accreditation of graduate programs, 3) the Departmento de Assuntos Universitários, an agency of MEC, responsible for carrying out policies and programs, 4) CAPES, the Coordination of the Training of Personnel in Higher Education, also an agency of MEC, responsible for the orientation, implementation and evaluation of programs for training teachers, 5) Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq), an agency of the Secretariat of Planning of the Presidency of the Republic, responsible for rendering advisory services in the elaboration of scientific and technological developmental policy and for coordinating and supporting the scientific activities, 6) other agencies with supportive or motivating roles in research activities and the training of human resources, and 7) the institutions of higher education and research centers which offer and directly oversee the operation of graduate courses.[32]

Ideally, these agencies should work together to avoid the spontaneous and disordered university growth that has occurred by following two basic guidelines, the regulation of institutional consolidation and provision of financial stability, which must lead to a political-administrative process which will be equitable and coherent to all institutions affected.

The federal government has been increasingly supportive of education. The Human Resources Office of US/AID, in its sector analysis of education in Brazil, reports that:

> The present federal government has made education a priority area, and its recent actions substantiate this. Federal and state expenditures are rising in real terms; at the federal and state levels planning units have identified key problems in the education sector, meaningful goals have been set, and implementation programs have been initiated which are designed to ameliorate those problems; MEC and the state secretariats of education have undergone, and continue to undergo, administrative reform; and laws and decrees have been promulgated which have had, and will continue to have, profound effects on improving the education system and relating it more closely to the social and economic development needs of Brazil. The system can be characterized as one that is in a state of rapid change. [33]

DEVELOPMENT OF LIBRARY EDUCATION IN BRAZIL

To trace the development of the library profession and library education in Brazil one should start with the "founding father," Benjamin Franklin Rámiz Galvão, the director of the National Library from 1870-1877. During his administration he established the practice of examination and competition (concursos) as a means for selecting the "ofícios da biblioteca." Candidates first had to meet minimum requirements of literacy and "good behavior" before they were eligible to take the examination, which encompassed such topics as world history, geography, literature, philosophy, Latin, French and English. These examinations have since been considered as indicating the formation of the library profession in Brazil.[34]

With the inauguration of Manoel Cícero Peregrino da Silva as the director of the National Library in 1900 came the first legislation for a library school. Decree No. 8,835 of July 11, 1911 established a constitution for the National Library as well as a one-year program of four courses for the training of future "ofícios da biblioteca": bibliography, paleography, iconography, and numismatics. Not only did these courses relate directly to the departments of the library, but they also reflected the library courses offered at the École des Chartes in France. Initiated in April of 1915, the

program operated until 1922 when it abruptly ceased due to administrative problems. In 1931 the program was reinstated as a two-year sequence with the aforementioned coursework expanded to include general cultural classes such as diplomatics, literary and art history, and cartography. As a result of the North American presence in Brazil, the late 1920's to the present, the program was further modified in 1944 to include obligatory advanced courses in the organization of libraries, cataloging and classification, reference and bibliography, the history of books and libraries, as well as elective courses in manuscripts, special libraries, maps, foreign languages and general education.

The second program of library training in Brazil was established in 1929 under the auspices of the Mackenzie Institute. A North American librarian, Dorothy Muriel Geddes (Mrs. Arthur Gropp), helped to design a program of coursework which eventually became an accepted school of library science at the Fundação Escola de Sociologia e Política in São Paulo. Courses were sponsored by the City of São Paulo and in later years, 1943-1948, jointly with the American Library Association which administered a $27,000 Rockefeller Foundation Grant in further support of this library school program. The primary goal of this school was not to produce librarians for one particular institution, as was the program of the National Library, but to develop a corps of librarians who would serve throughout the nation.

William Jackson has described the evolution and growth

of Latin American library schools in successive stages--all of which are directly applicable to Brazil:

1. the short course, given to meet immediate needs for organizaing libraries and established with little or no thought of continuity.
2. a permanent course--i.e., the short course repeated at definite intervals, concentrating on what one might call "essentials of librarianship."
3. the library school, created when additional courses in library science and, sometimes, general culture are added.
4. library training at the higher education level, as the school becomes affiliated, often loosely at first, with the local university.
5. the school with a lengthened program--generally two or three academic years (or equivalents).
6. the full professional school whose students receive a university degree after three or four years of study.
7. the creation of a graduate library program.[35]

Regarding the seventh stage, only Brazil has succeeded in establishing post-graduate courses of library education in Latin America.

Presently there are thirty library schools in Brazil, six of which offer post-graduate courses and degrees. Schools offering master's degrees are the Pontifícia Universidade Católica de Campinas, Universidade Federal de Minas Gerais, Universidade Federal do Parana, Universidade de Brasília, Universidade Federal de Rio de Janeiro (in conjunction with the IBICT), and the Universidade Federal de Paraiba. (See Appendix 4 for names and locations of all schools) Other master's programs are in the planning stages, and a feasibility study for the establishment of a doctoral program at the University

of São Paulo is currently in progress. The library schools were first created in the heavily populated states of Rio de Janeiro and São Paulo. Later schools were established in other state capitals, such as Salvador and Belo Horizonte, and more recently, in provincial areas such as Catanduva and Lorena with the hopes of expanding library services to the vast Brazilian interior. In the 1960's schools were established in the North, Northeast and West Central, while in the 1970's they have developed in the South and Southeast. (See map, page 48)

Despite the efforts of many librarians it has been a struggle for library schools to achieve an independent status equal to that of other, better established "faculdades" such as Political Science, Law, and Medicine. As was mentioned earlier, librarianship was officially declared a liberal profession by Law No. 4,084 on June 30, 1962. The ramifications of this law were far reaching in the field of librarianship in Brazil. Not only is the profession officially recognized by the government, but practice of it is limited to those who have graduated and hold a bachelor's degree from an accredited school of librarianship, foreign librarians whose qualifications have been revalidated in Brazil, and non-degree librarians who were working at the time the law was passed. Unfortunately, master's level programs were not foreseen at the time the law was instituted and because of its wording, "must hold a bachelor's degree," librarians with master's degrees may have difficulties in obtaining government positions.

To further control the practice of the profession, the Conselho Federal de Biblioteconomia, under the jurisdiction of the Ministério de Educação e Cultura, established ten

LOCATIONS OF BRAZILIAN LIBRARY SCHOOLS

Regional Councils on December 16, 1965. Anyone wishing to practice librarianship must be registered with one of the local Regional Councils:

		Number of Librarians Registered (1977)[37]
CRB-1 :	Distrito Federal, Goias, Mato Grosso, Acre and Rondônia. Seat: Brasília	420
CRB-2 :	Pará, Amazonas, Amapa and Roraima. Seat: Belém	252
CRB-3 :	Ceará, Maranhão and Piauí. Seat: Fortaleza	199
CRB-4 :	Pernambuco, Paraiba, Rio Grande do Norte, Alagoas and Fernando de Noronha. Seat: Recife	391
CRB-5 :	Bahia and Sergipe. Seat: Salvador	319
CRB-6 :	Minas Gerais. Seat: Belo Horizonte	439
CRB-7 :	Rio de Janeiro and Espirito Santo. Seat: Rio de Janeiro	2,175
CRB-8 :	São Paulo. Seat: São Paulo	1,792
CRB-9 :	Paraná and Santa Catarina. Seat: Curitiba	201
CRB-10:	Rio Grande do Sul. Seat: Porto Alegre	415

The number of registered librarians has increased steadily in the past five years. In 1973 there were 3,990 registered librarians, 5,869 in 1976; and 6,603 in 1977. The majority of librarians practice in Rio de Janeiro and São Paulo. Holders of a master's degree only may petition the local council to

obtain permission to work in a given area.

Nevertheless, it was not until November 28, 1968, when Law No. 5,540 was instituted, that library school courses were fully integrated with the other university departments (faculdades). This Law of University Reform, as it is known, called for the transformation of library schools into departments or courses on an equal footing with other departments. There is still a problem for the newest schools, especially the four private library schools (Instituto de Ensino Superior de Mococa-IESMOC, Faculdade de Biblioteconomia e Documentacao Teresa D'Avila - Lorena-FBDTA/Lor, Faculdades Integradas Teresa D'Avila, Santo Andre-FATEA, and Faculdade de Filosofia, Ciencias e Letras de Catanduva-FFL/Cat) that operate independently; that is, they are not connected in any way to a university. The quality of education in these schools, although it is supposed to meet the minimum government requirements, is considered inadequate. These schools are dependent on tuition fees for their financial base and their graduates are not as well prepared as those of federal universities.[38]

The Teaching Reform Law No. 5,692 of 1971 divided library science programs into the following four categories: 1) technical certificate (técnico), 2) bachelor's degree (bacharel), 3) teaching certificate (licenciado), and 4) master's degree (mestrado). Each program will be discussed in turn, but first a description of the average student and her background seems appropriate.

Applicants to library school must have completed eight years of primary and middle school (primeiro ciclo), plus three years of non-vocational secondary school (segundo ciclo), and must pass an entrance examination called "the

Vestibular"[39] and a separate written examination. A personal interview is usually required for library school admission, and in most cases knowledge of French or English is required. As many private universities or schools do not require a foreign language they are accessible to a greater number of students. Even with the language requirement, the level of competency required is so low that most students are not able to read foreign language library literature without great difficulty.

A student questionnaire administered by the School of Librarianship of the Federal University of Minas Gerais in September of 1974 revealed the following composite library student: single, young and female. There are, of course, some men in library programs, however they are a small minority. (see appendix 2) The average library school student's socio-economical level is middle, with the percentage of students from the lower and upper classes being similar, with a slightly higher percentage from the lower classes.[40] She usually works after school at a library related job and had prior knowledge about the profession before enrolling in the program. The students consider their relations with other students as "ótimo" (very good) and with teachers as between "regular e bom" (so-so and good). The distance between the students and school administrators or department heads is so great that a good rapport is difficult. In general students are satisfied with the course workload, prefer regular classes to seminars and independent study classes,

as well as internships of 100+ hours in more than one type of library. They expressed some dissatisfaction with the internship in that students are not allowed to participate in administrative problems and solutions. The student has an accurate perception of the salary range for librarians and her salary expectations do not go beyond the limits imposed by the job market.[41] Nevertheless, preferred professional positions are those at university or special libraries or at documentation centers, the highest paying positions!

It was mentioned earlier that there are four types of library programs in Brazil. The first program, that of the technical certificate, is not very popular. Indeed, there are only two such programs, one each in Rio de Janeiro and São Paulo. The objective of this two year secondary school program is to graduate persons with the ability to perform clerical tasks, to work well with and aid professional librarians--the same objectives, it seems, as those of the National Library of 1915!

The bachelor's degree programs are, by far, the most popular and widespread. In the past, program duration and course offerings varied tremendously, anywhere from one to four years. Before 1962 the course structure was designed to graduate library technicians capable of running the everyday functions of a library. Little attention was given to the upgrading of standards or theoretical considerations of the profession. In addition to the establishment of librarianship as a profession, Law No. 4,084 of 1962 provided for

a minimum curriculum of a duration of at least three years. The coursework must include the basic library skills of cataloging and classification, bibliography and reference, organization and administration of libraries, documentation and paleography, a practicum (estágio) and studies of Brazilian problems, as well as several general cultural classes: history of the book and libraries, history of literature, art history, historical and social studies, physical education and evolution of philosophical and scientific thought. Elective courses may be English, French or other humanities and social science classes. (see appendix 3 for course descriptions of UFMG) The school catalogs and course descriptions seen by this writer verify the success of this legislation. Most schools do offer these minimum course requirements in the same order from the start of the program to graduation with the exception of the elective courses. It is interesting to note the appearance of many English and American publications on the reading lists of the cataloging, classification and information science classes. Almost one-third of the required readings are in English.[42] As most Brazilian library students have a very limited knowledge of English this is indicative of a very serious information problem. Requirements for graduation are: 1) to obtain the number of fixed credits as established by the Law of University Reform, at least 2,070 classroom hours, 2) to pass theoretical and practical examinations with a grade of five or higher (on a scale of one to seven), 3) to complete a supervised practicum of ninety-three hundred

hours and 4) to complete a specialization paper in those schools that require one.[43]

Upon graduation the students should have theoretical and practical training which would enable them to work competently as professional librarians. However, there are two basic problems with the end result of the bachelor's programs. One problem with the programs is that they do not prepare librarians for the role of leadership that many of them face in their first job. A fairly recent survey indicates that there is a deficiency of nineteen thousand librarians in Brazil,[44] and because of this many recent, inexperienced graduates step into leadership roles at libraries that are in serious need of planning and organization. Ideally they should work first in a well structured and organized situation that would serve as a means for gaining better, more in-depth experience and would serve as a point of reference. The second major problem is the lack of subject background or specialization. Students usually take about a semester of basic, introductory courses outside the library school. At UFMG they are basic courses in the social sciences such as economics, sociology or history, but the courses stipulated may vary from school to school; they are not chosen by the student. In his book, McCarthy quotes Edson Nery da Fonseca who states that one of the main problems facing Brazilian libraries and library schools is the "low cultural level of the librarians."[45] As their area of specialization is library science or technology and their coursework is concentrated in

that area, less time can be spent in the study of humanities, fine arts or other sciences. Hence the present bachelor's programs of Brazil are something like those in the United States before the MLS or MLIS degree became the norm in practicing librarianship.

In an attempt to improve this situation master's degree programs were initiated in the early 1970's. The programs are officially of eighteen months duration but may be completed in a maximum of four years. The primary objectives of the programs are to prepare: 1) a national leadership in the field of library science consisting of a core of highly skilled and well trained teachers, researchers and professionals capable of formulating policies in the field, 2) effective participants in literacy and continuing education programs, 3) library administrators, and 4) researchers who can work effectively in programs in conjunction with the National System of Information Science and Technology.[46]

The first Brazilian post-graduate course in librarianship to be established has been sponsored by IBBD and IBICT in conjunction with the Universidade Federal de Rio de Janeiro (UFRJ). The course was made possible in part by the cooperation of the Organization of American States and the British Council. They provided experts and lecturers from the United Kingdom and the United States to teach in earlier courses. Instituted in 1970 by IBBD and maintained by IBICT and UFRJ, this program offers a master's degree in information science with two optional areas of specialization: 1) Administration

of Information/Documentation Systems and 2) Information Transfer. Courses required by both specializations are similar to the basic classes already mentioned for other schools. The first area of concentration requires classes in administration of information systems, systems analysis, and information systems and evaluation. The second area requires courses in advanced information retrieval, advanced indexing and abstracting, and quantitative methods.[47] Students of this program have the added advantage of being able to use the various services of IBICT as research laboratories and to benefit from theoretical and practical experiments performed by the Institute. An example of this is the 1973 analysis of IBBD's data bank by, in a large part, students taking Professor T. Saracevic's class in Techniques of Information Retrieval.[48]

As with most of the master's programs, the minimum course duration is eighteen months and the maximum forty-eight months. However, allowances will be made according to the discretion of the student's advisor and the "coordinating commission" of the program.[49]

Usually only twenty students per year are admitted to the master's programs. It is interesting to note that students are allowed to petition the transfer of credits earned from other institutions of higher education providing that the transferred credits do not exceed one-third of the total number of credits required by the IBICT/UFRJ program, (i.e., thirty-five credits). However, in "exceptional cases" the number of transfer credits may exceed one-third the total of required

credits if examined and approved individually by the Council of Teaching for Graduates (Conselho de Ensino para Graduados) of UFRJ. This differs greatly from the United States master's programs which generally accept only one or two courses from outside institutions as transferred credits.

Grading in this program and others is similar to United States standardization with the following scale:

Excellent	A	3 grade points
Good	B	2 grade points
Regular	C	1 grade point
Deficient	D	0 grade points

As in the United States, a student must maintain an overall B average to be considered for graduation. In the final analysis, a student must complete the required courses with a B average and present adequately, a dissertation, in a public session, to an examining board of a representative of the teaching staff and two invited professionals who are recognized as authorities on the chosen topic.[50]

The Licenciado program started in 1971 at the private Pontifícia Universidade de Campinas was renamed "Master's in Librarianship with a specialization in Teaching Methodology" so although there is a legal provision for a Licenciado program, it does not exist today by that name, at least not in the field of librarianship. The objective of this program is to prepare librarians for the teaching of librarianship in bachelor's programs. Eligible candidates must be librarians, directors of library schools or practicing professionals.

Students must complete the three courses in the area of specialization: analysis of teaching in librarianship, strategy and practice of teaching librarianship, and planning, structure and functions of library schools; five core classes: methodology of scientific works, curriculum theory, apprenticeship theory, studies of Brazilian problems, tests and evaluation of teaching; two elective courses; and a dissertation.[51]

In 1976 an eighteen month master's degree program entitled "Post-Graduate Course in Library Administration" was initiated at the Escola de Biblioteconomia e Documentação at the Universidade Federal de Minas Gerais. It also offers two areas of specialization: 1) Library and Education, and 2) Library and Specialized Information. The objective of the first specialization is to train librarian/researcher/teachers to deal with the problems of formal and informal education in Brazil. Courses under this area emphasize the social role of the library in the community. The objective of the second area of specialization is to provide students with theoretical and applied training in scientific research required for the development, control and dissemination of information to specialized users. Education is the most popular area for electives outside the school, since most students are interested in teaching. Attraction of students from other areas of study to the master's program is a result of the school's recognition of the need for subject specialists to aid in the development of library resources and services.[52]

The program offered by the Departmento de Biblioteconomia at the Universidade de Brasília was initiated in 1978.

It is divided into two main areas of concentration: 1) Planning, organization and administration of information systems and 2) Resources and techniques of documentation and scientific information. Courses in the area of planning offered by the department are: subject approach to information, technical services in libraries and documentation centers, and planning and evaluation of information systems. Candidates may choose elective courses from other departments such as administration, communication, economics, statistics, linguistics, etc. An interesting characteristic of the documentation area of this program is the special attention given to bachelors in other fields as well as to librarians wishing to acquire more knowledge in the techniques of bibliographic search, source and resources in reference, documentation and scientific information.[53] The basic core classes are: library development planning, national and comparative library organization, research in librarianship, oral communication, and the study of Brazilian problems. Candidates of both areas may opt to take courses in teaching methodology if they prefer to follow an academic career.[54]

The Universidade Federal da Paraiba offers a master's in Public Library Systems designed to mold specialists capable of planning and management of public library systems. Started in 1978, the students are required to take seven mandatory and two elective courses. The mandatory courses are: administrative systems, research methodology, higher education, teaching methodology, studies of Brazilian problems, planning and

management of public library systems, services to the public, and development of information collections. The program also is designed to be completed in eighteen months.[55]

There is another post-graduate library course which began in 1972 at the Universidade de São Paulo. Here, the department of Library Science is part of the School of Communications and the degree is actually offered by the School. However, it is usually considered another master's level library science program. In December 1978 the school reported thirty students with a "background" in library science working in the master's program.[56]

New library science programs for the future are presently in the planning stages. It has been reported that the Universidade de Bahia is planning a post-graduate program, and that the Universidade Federal de Goias has a proposal under consideration for a new undergraduate library science program.[57] The Universidade de São Paulo has hopes of establishing the first doctoral program in library science in Latin America.

After reviewing the course content of the various programs mentioned, it becomes apparent that the emphasis of each master's program is entirely different and designed to meet a specific need of the field of librarianship. This did not happen by accident. There has been a series of nine Brazilian "Congresses of Librarianship and Documentation" in which plans were made to formulate post-graduate library programs in different parts of the country in order to decentralize federal funds and library education in the hopes of improving

the quality of library training and practices in rural Brazil and smaller cities. The idea of having different specializations at different schools is in contrast with the North American pattern in that United States students may choose from a number of specializations at any one school. The absence of this option in Brazilian schools is due, no doubt, to the financial problems encountered in the maintenance of a broad curriculum composed of many courses at a given school.

This brings us to one of the chronic problems of librarianship and library education in the so-called third world countries as well as in Brazil--that is, financial undernourishment by parent institutions and the federal government. In Brazil, the government finances all higher education with the exception of private schools. Although it has been government policy lately to pour money into higher education programs, federal funding does not always provide the amount of money necessary for the operation of library schools. Many schools have had to depend on tuition, mimeograph, exam and a myriad of other fees to supplement federal funds.[58] Some schools have received windfall subsidies from the Instituto Nacional do Livro, IBICT and foreign grants, but they are not the steady source of income needed to administer library education programs.

The lack of funding creates another serious problem for schools of library science in Brazil, again a problem that is common to many developing countries. Most schools cannot afford to maintain a full-time teaching faculty. It has only

been since the late 1950's that some library schools have been able to retain full-time instructors. Most instructors must maintain additional part-time jobs to compensate for the poor salaries and short working hours of teaching positions. In the past, most instructors taught on the basis of their own experience in one particular library, without having had much theoretical training. With the 1950's and 1960's came government, OAS and Fulbright scholarships and funding for library education abroad and within Brazil.[59] Many librarians and students took advantage of these grants to gain master's degrees in library science from foreign schools as there were no such programs in Brazil at that time. The foreign-educated librarians, having a distinct advantage over Brazilians educated in Brazil, returned to accept teaching positions, many of which, by then, were full-time. Since the mid-1960's more full-time positions have been created, lessening the burden of outside jobs and time constraints for librarian/teachers. For example, the Universidade de Brasilia has ten full-time instructors. Nevertheless, the Fundacao Escola de Sociologia e Politica in Sao Paulo has forty-five instructors, all part-time. So, as is typical in this country of great contrasts, great differences in teaching staff from school to school do exist. Although the number of faculty members per school has increased over the years, it has done so at a slower rate than the increase in student enrollment. Presently there are 317 teachers of library science at the thirty schools in Brazil, 217 of which are part-time.[60] Presently in Brazil the teaching hierarchy is such: those with the

"Licenciatura" (teaching certificate) may teach only in high school vocational-type courses; the holders of a "Mestrado" (master's) may teach those courses for the bachelor's programs, as well as the master's program, and a doctorate in library science entitles the holder to teach in bachelor's and master's programs. The teachers are overwhelmingly female, as is the student population, and still receive low salaries. The highest salaries are at the Universidade de Brasília and Universidade de São Paulo. The fact that the instructors and leaders of the profession are predominantly female leads to the problem of, as Antônio Miranda put it, "unisexuality" and the lack of a nucleus of strong leadership in a male dominated society.[61] It has been said that undoubtedly this is one of the reasons why salaries and the funding of schools are so low.

Another problem of teaching in Brazil is the endogamy of teachers in a given institution, especially in those of the interior. For example, there are twelve instructors at the Universidade Federal de Paraná, all of whom are graduates of that same institution. The same is true of the faculty of the universities of Bahia, Pará and Rio Grande do Norte. (see appendix 1) In many cases these instructors were recent graduates of bachelor's programs and hired without any prior practical library or teaching experience. This hiring practice greatly inhibits high-quality and innovative teaching and is recognized as something that must be discouraged. It is now preferable that instructors have at least three years professional experience and hold a bachelor's and master's

degree to teach in bachelor's programs and a doctorate to teach courses required for master's degrees.[62]

The last problem resulting from inadequate funding to be discussed will be the maintenance of professional library school collections. As Brazilian library school collections suffer from two perennial problems, out-of-date materials and funding, their holdings range from only several hundred to several thousand volumes. (see chart)

Library Science Collections in Thirteen Library Schools, 1967[a]

Location	Brief name	Volumes[b]	Periodicals curr. recd.[b]
Belém	Curso	1,000	19
Belo Horizonte	Escola	2,603	92
Brasília	Faculdade	2,000[c]	215
Campinas	Faculdade	5,631	50
Curitiba	Curso	3,000	10
Niterói	Curso	1,357	100
Porto Alegre	Escola	500	--[d]
Recife	Curso	2,162	41
Rio de Janeiro	Curso (Bib. Nac.)	2,000	--[d]
Rio de Janeiro	Escola (Inst. S.U.)	20,000[e]	78
Salvador	Escola	3,570	42
São Carlos	Escola	1,729	18
São Paulo	Curso (Univ. de S.P.)	-----[f]	--[d]

[a]Source: Questionnaires returned by directors of schools, spring 1967.

[b]Some figures are approximate.

[c]Collection is part of the Central Library.

[d]Not available.

[e]Figure for general library of Instituto Santa Ursula.

[f]No separate collection; students use Central Library.

(From William V. Jackson, "Library Education in Brazil," in Encyclopedia of Library and Information Science.)[63]

Due to the lack of funds, growth of resources has been too dependent on gifts and exchanges, resulting in sporadic growth and gaps in the collections. Most library school collections have a trained librarian in charge, although usually not on a full-time basis.[64] The holdings of IBBD/IBICT compose the strongest library science collection in the country, designed to support projects, activities and services developed by the Institute and the National Research Center (CNPq). It was started in 1955 and by 1969 had reached over ten thousand volumes. As of March 1979 the collection comprises 22,000 monographs; 10,500 pamphlets; 5,615 theses; 3,173 Brazilian periodical titles; 1,456 foreign periodical titles and 285 pieces of microform. The library's areas of specialization are 1) library and information science, documentation and 2) scientific and technological politics. The library, which is open to the public over eighteen years of age, maintains open stacks (a rarity in Brazilian libraries), circulates books for a period of two weeks, and publishes accession lists and specialized bibliographies.[65] In 1969 the Universidade Federal de Minas Gerais in Belo Horizonte created CEPEBLABI--the Centro de Pesquisa e Planejamento de Biblioteconomia (Center for Library Research and Planning). Unfortunately, its success was limited due to a lack of personnel with experience in library resources. The center was concerned with research and planning projects in the field of library science and has published some project reports and bibliographies. One hopes it will be revived now that most

UFMG faculty members have master's degrees and there is a functioning master's program.

Support for continuing education of the profession has come from a variety of sources. International sources of motivation have been UNESCO, FID, the British Council, and the United States Information Service. Brazilian library associations have also been active in sponsoring short term courses which are usually given to quickly fulfill a particular need at a particular time. Often the course content is a new topic in the field that has not yet been incorporated into library school curricula.

Early graduates of the Mackenzie Institute/Fundação Escola de Sociologia e Política (Library School) formed the first librarians' association in Brazil, the Associação Paulista de Bibliotecários, in 1938 for the purpose of sponsoring study tours, lectures and short term courses. Eleven years later, in 1949, a similar association was created in Rio de Janeiro, the Associação Brasileira de Bibliotecários.[66] Since then, this association has been very active and has regularly sponsored short, intensive courses on documentation themes, and special library planning and organization. In 1954 the Instituto Brasileiro de Bibliografia e Documentação (IBBD) was established, with government funds, and began to sponsor courses focusing on bibliographical problems in the fields of science and technology. In 1964, the IBBD, the National Research Council and the Universidade Federal de Rio de Janeiro began collaborating and offered a "Scientific Documentation

Course" at regular intervals. IBBD has also given short courses lasting from several weeks to months on such topics as reprography, FORTRAN, communication theory and cultural anthropology. It has been reported that from 1955 to 1967, 276 librarians had enrolled in these courses; about one-half were Brazilian and one-half from other Latin American countries.[67] The United States Information Service sponsored a series of short courses from 1959 to 1967. The courses and workshops were one to two week sessions providing in-service training for the librarians of United States-Brazilian binational centers. Four workshops were held, with a total enrollment of 101 librarians. In early 1978, the United States International Communications Agency (formerly the USIS), began a successful new series of short courses in Brasília. Two or three courses are offered per year in cooperation with the Association of Librarians of the Federal District. Maria Eleonora Motta, the United States ICA librarian, is responsible for planning the courses, which are held in the USICA library, and for locating speakers. The courses offered in 1978 included comparative librarianship and library administration. The students were librarians from the Universidade de Brasília and special librarians from Brazilian government agencies.[68]

The MEC, with CAPES, has developed programs of specialization courses for implementation in geographical areas in need of graduate education. These courses encompass many academic disciplines as well as librarianship. The postgraduate courses are usually offered during the summer and

winter vacations and provide the number of classroom hours equivalent to a graduate program. The course material is condensed into one or two week sessions with as many as nine hours of instruction in one day. The following description provided by Sydney Pierce is an example of a typical program:

> ". . . the course that I taught at the U(niversity) of Amazonas this summer included sixty classroom hours in nine days (6 hours per day and two evening sessions of 3 hours each) with classes beginning at 7 a.m. so that students could go to work in the afternoons. It was preceded and followed by classes taught on the same schedule."[69]

Ms. Pierce goes on to say that although they are not the equivalent of master's programs, they do provide some exposure to new ideas and are being expected of teachers of the undergraduate level.

Another specialization course has been offered by IBBD (now IBICT) in conjunction with the UFRJ since 1964. The goal of this "Course of Scientific Documentation" is to prepare high level research specialists in information and documentation science. In 1978 the $300 course consisted of eleven classes to be divided into three quarters of study.

Until 1967 continuing library education in Brazil had existed more in a local sense than a national sense. Rio de Janeiro and São Paulo were centers of activity and very little was being done to unify and inform the isolated groups of the

nation working independently of one another. There was contact made at the aforementioned national library congresses (Recife, 1954; Salvador, 1959; Curitiba, 1961; Fortaleza, 1964; São Paulo, 1967) by library educators, but it wasn't until 1967 that the Associação Brasileiro de Escolas de Biblioteconomia e Documentação (ABEBD) was formed to "provide an opportunity for the faculties of Brazilian library science and documentation schools to meet for the discussion and resolution of common problems."[70] ABEBD has sponsored, jointly with the Library School of the Universidade Federal de Minas Gerais, seminars on research in librarianship, curriculum of library school courses and graduate work in librarianship. It has also sponsored a series of meetings for teachers of specific subjects with the goal to upgrade and improve teaching in library schools.

CONCLUSION

It is hoped that through this paper, which has described the origins, development and patterns of education for librarianship in Brazil against the background of the contemporary library scene and general higher education, the reader will arrive at several optimistic conclusions.

Returning to the questions posed in the introduction, we have seen that the one-tier structure of professional education, culminating in the conferment of a bachelor's degree, has created many graduates whose professional competence has been less than satisfactory in the modern world of complex library and information needs, leaving plenty of room for trained assistants and a need for more highly qualified and specialized librarians. We have also seen that Brazilian educators have responded to this dilemma by encouraging and demanding programs of post-graduate study that will produce better qualified librarians, teachers, researchers who have a broader concept of what their professional duties encompass.

The older trend toward the haphazard development of independent schools is being curtailed as undergraduate and graduate programs are developing under the auspices of existing universities. Some graduate programs are also answering the specific needs of the constituency of particular geographical areas. For example, the "Public Library Systems

Course" at the Universidade Federal da Paraiba reflects the need for better public libraries in that northeastern state. We have seen that for all of the graduate programs goals and objectives have been clearly stated, as they have been for most of the undergraduate programs.

With regard to courses, one notices that both undergraduate and graduate students are given a limited and narrow choice of non-professional general education classes. In fact, in some instances, such a choice may even be nonexistent. Another problem is the teaching methodology followed: lectures and rote memorization. This is especially a problem in reference courses at schools that do not have good library instruction collections. Students must memorize the special features of reference works without benefit of ever having seen them. Emphasis is placed on practical routines at the expense of study of the theoretical and fundamental problems of the profession. In many schools, old courses are doctored up with or revitalized with new information or facets when reality dictates the need for entirely new courses. Generally the courses do tend to project an image of a unified whole as opposed to unrelated, individual classes. With regard to supportive materials and facilities, it appears that this is an area in serious need of greater attention. Many schools lack the most basic tools required in a library education collection and must operate from cramped quarters.[71] However, these aforementioned problems should be ameliorated in the near future as increased

federal funding is made available for research and development within the library and educational systems.

Undeniably education for librarianship in Brazil has improved a great deal. In the span of seventy years, it has grown from one course designed to train the staff of the Biblioteca Nacional to twenty-nine university undergraduate level programs and six post-graduate degree programs. The number of library school graduates and registered librarians has increased steadily in the past five years. The steady pattern of development, coordination, standardization and general upgrading of the various library training programs is a pattern that will most likely continue into the future as Brazilian librarians demonstrate their importance in the process of information exchange so vital to modernization and technological advancement. Admittedly, a plethora of problems exists for which there is no panacea. A cross-section of the literature presents a rather dismal picture of the Brazilian library scene. Nevertheless, this writer prefers to end with an optimistic note. In just seven years, from 1970 to 1977, six graduate level programs for library education were instituted and have continued to function without interruption. In comparison to library education in other Latin-American countries, it can safely be stated that Brazil looms in the forefront. Not only is she the first Latin American country to develop and maintain master's programs in librarianship and information science, but also maintains the greatest number of library education programs and libraries of the South American countries. Through

meetings and congresses, the Associação Brasileira de Escolas de Biblioteconomia e Documentação continuously strives towards improving the standards and caliber of library education and ultimately Brazilian library service both on its own and in conjunction with a myriad of other associations, government agencies and dedicated individuals and groups. The increasing attention given to library education in Brazil leads one to conclude that prospects for a bright future will be encouraging.

NOTES

[1]Edson Nery da Fonseca, "Desenvolvimento da biblioteconomia e da bibliografia no Brasil," Revista do Livro 5 (March 1957): 95-124.

[2]Laura Garcia Moreno Russo, A Biblioteconimia brasileira, 1915-1965 (Rio de Janeiro: Instituto Nacional do Livro, 1966).

[3]Nice Figueiredo, ed., O Ensino de biblioteconomia no Brasil, 3 vols. (Brasilia: Coordinação do Aperfeiçoamento de Pessoal de Nivel Superior, 1978).

[4]William Vernon Jackson, "[Libraries in] Brazil," and "(Library Education in] Brazil," Encyclopedia of Library and Information Science 3:166-256.

[5]Cavan McCarthy, Developing Libraries in Brazil: with a Chapter on Paraguay, (Metuchen, N.J.: Scarecrow Press, 1972).

[6]Sydney Pierce, personal letter.

[7]William Jackson, "Library Education in Latin America: look backward and forward," Library History Seminar, No. 4, Proceedings. Edited by Harold Goldstein and John Gondeau. (Tallahassee: Florida State University [c 1972]), p. 316.

[8]For more information about sixteenth-eighteenth century Brazilian libraries, see Clado Ribeiro de Lessa, "As Bibliotecas brasileiras dos tempos coloniais," Revista do Instituto Histórico e Geográfico Brasileiro 191 (1946): 332-345.

[9]Fonseca, "Desenvolvimento da biblioteconomia e da bibliografia no Brasil," p. 98.

[10]For more information, consult Reunião Brasileira de Ciência da Informação, 1a, Anais, (Rio de Janeiro: Instituto Brasileiro de Informação em Ciência e Tecnologia, 1978).

[11]Reunião Brasileira de Ciência da Informação, 1a, Anais, 2:633, 703, 713.

[12]Morris Gelfand, "Brazil's Library Law," Library Journal 91 (1966): 1362.

[13]Ibid.

[14]Sinopse Estadística do Brasil, 1971, cited by Cavan McCarthy, Developing Libraries in Brazil, p. 183.

[15]Jannice Monte-Mor, "Relatório da Diretora da Biblioteca Nacional," Anais da Biblioteca Nacional, 95: 443-457.

[16]McCarthy, Developing Libraries in Brazil, p. 85.

[17]Jackson, "[Libraries in] Brazil," Encyclopedia of Library and Information Science 3:192.

[18]Fabia Leipziger, "Brazilian Library Literature," International Library Review 8 (1976): 397.

[19]Jackson, "[Libraries in] Brasil" Encyclopedia of Library and Information Science 3:178.

[20]McCarthy, Developing Libraries in Brazil, p. 16.

[21]Antonio A. Briquet de Lemos, "Educational Needs for Library Management in a Developing Country," Studies in Library Management (Bingley, Shoestring Press, 1977) 4:14.

[22]P. Havard-Williams, "S.E.O.: a biblioteconomia no Brasil," Revista de Biblioteconomia de Brasília 3 (1974): 3-15.

[23]McCarthy, Developing Libraries in Brazil, pp. 98-99.

[24]Lemos, "Educational Needs for Library Management in a Developing Country," pp. 23-24.

[25]McCarthy, Developing Libraries in Brazil, pp. 181-182.

[26]Most of this section on the history of higher education has been paraphrased using Jerry Haar's The Politics of Higher Education in Brazil (New York: Praeger, 1977).

[27]U.S. Agency for International Development, Brazil Education Sector Analysis (Rio de Janeiro: Human Resources Office, U.S./AID, 1972) p. 64.

[28]Sydney Pierce, personal letter.

[29]National Plan for Graduate Study (Brasilia: Ministerio de Educacao e Cultura, 1976) p. 8.

[30]Ibid, pp. 14-16.

[31]Maria L. Pacheco Almeida, "A Profissão do Bibliotecário," Revista da Universidade Federal do Pará 2 (1979): 15.

[32]New Perspectives for the System of Higher Education, (Brasília: Ministério de Educação e Cultura, 1976) pp. 12-20.

[33]U.S. Agency for International Development, Brazil Education Sector Analysis, p. 1.

[34]Fonseca, "Desenvolvimento da biblioteconomia e da bibliografia no Brasil," p. 98.

[35]Jackson, "Library Education: a look backward and forward," pp. 319-320.

[36]Sydney Pierce, personal letter.

[37]Federal Council statistics, Revista Brasileira de Biblioteconomia e Documentação 1 (April 1977): 128.

[38]Figueiredo, O Ensino de biblioteconomia no Brasil 1: 35-43.

[39]The vestibular examination is designed by each university. It is given in two parts. Phase 1 is eliminatory and includes basic subjects and a foreign language, usually French or English. After passing this part, the student proceeds to Phase 2, a competitive examination for admission to a particular department or faculty. For more information consult Jerry Haar, The Politics of Higher Education in Brazil, pp. 78-83.

[40]According to Sydney Pierce, few lower class students are university educated as opportunities to obtain a secondary education are rare outside the city. Since university education is not as widespread as in the United States, one can accomplish a great deal with a secondary education, as could be done in the United States several decades ago. A secondary school education is still an ambitious goal for a poor family.

[41]According to Sydney Pierce, the professors responsible for the survey were disturbed by the fact that the students were not more dissatisfied with the present salary levels.

[42]Unfortunately, there is little teaching material available in Portuguese and much of what is available is only partially applicable to the Brazilian situation. This problem is compounded by the fact that Brazilian students are not accustomed to doing extensive reading (foreign language or Portuguese) or in-depth research papers. -Sydney Pierce, personal letter.

[43]Congresso Brasileiro de Biblioteconomia e Documentação, Anais do 9° Congresso Brasileiro e V Jornada Sul Rio-Grandense de Biblioteconomia e Documentação (Porto Alegre, 1977) p. 162.

[44]Munho Cunha, "Necesidades Actuais de bibliotecários no Brasil," Revista de Biblioteconomia de Brasília 2 (January/June 1974): 7.

[45]McCarthy, Developing Libraries in Brazil, p. 49.

[46]Compiled from school leaflets and pamphlets.

[47]Instituto Brasileiro de Informação em Ciência e Tecnologia, "Mestrado em Ciência da Informação" (pamphlet).

[48]Hagar Espanha Gomes, "Problemas de Recursos Humanos," Reunião Brasileira de Ciência da Informação, 1a, Anais, p. 49.

[49]Administrators of the program include the chief of the Division of Teaching and Research of IBICT, three professors and one student representative. IBICT, "Curso de Pos-Graduação-Regulamento," p. 2.

[50]IBICT, "Curso de PosGraduação-Regulamento," pp. 6-8.

[51]Pontifícia Universidade Católica de Campinas, Faculdade de Biblioteconomia, "Catálogo, 1978."

[52]Universidade Federal de Minas Gerais, Escola de Biblioteconomia, "Curso de Pos-Graduação em Administração de Bibliotecas" (pamphlet).

[53]Other graduate programs also accept students from other disciplines, but they do present a problem since most students have studied library science beforehand. Students from other disciplines are deficient even in the general knowledge of libraries that a beginning student in the United States might pick up because of having more and better libraries available for use as an undergraduate.

[54]Universidade de Brasília, Departamento do Biblioteconomia "Curso de Mestrado em Biblioteconomia e Documentação" and "Mestrado em Biblioteconomia na UnB." (pamphlets).

[55]Universidade Federal de Paraiba, Coordenação do Curso de Biblioteconomia, "Mestrado em Sistemas de Bibliotecas" (leaflet) and photocopies of class outlines.

[56]Associação de Bibliotecários do Distrito Federal, Boletím 1 (September/October 1978): 12. (No author or title available.)

[57]Ibid, p. 13.

[58]Jerry Haar, The Politics of Higher Education in Brazil, p. 75.

[59]Library Science is a priority for Fulbright awards for doctoral study. There were awards to Brazilian library science doctoral candidates last year (1978) and at least one this year (1979). -Sydney Pierce, personal letter.

[60]Figueiredo, O Ensino de biblioteconomia no Brasil 1: 63.

[61]Antonio Miranda, "Planejamento bibliotecario no Brasil; a informação para o desenvolvimento," (Rio de Janeiro: LTC/EDU, 1977), p. 88, as cited by Nice Figueiredo, ed., O Ensino de Biblioteconomia no Brasil, 1: 59.

[62]Figueiredo, O Ensino de biblioteconomia no Brasil 1: 56-57.

[63]Jackson, "Brazil, Library Education in," p. 252.

[64]Ibid.

[65]Instituto Brasileiro de Informação em Ciência e Tecnologia, "Biblioteca" (pamphlet).

[66]Fonseca, "Desenvolvimento da biblioteconomia e da bibliografia no Brasil," p. 103.

[67]Jackson, "[Libraries in] Brasil," pp. 172-179.

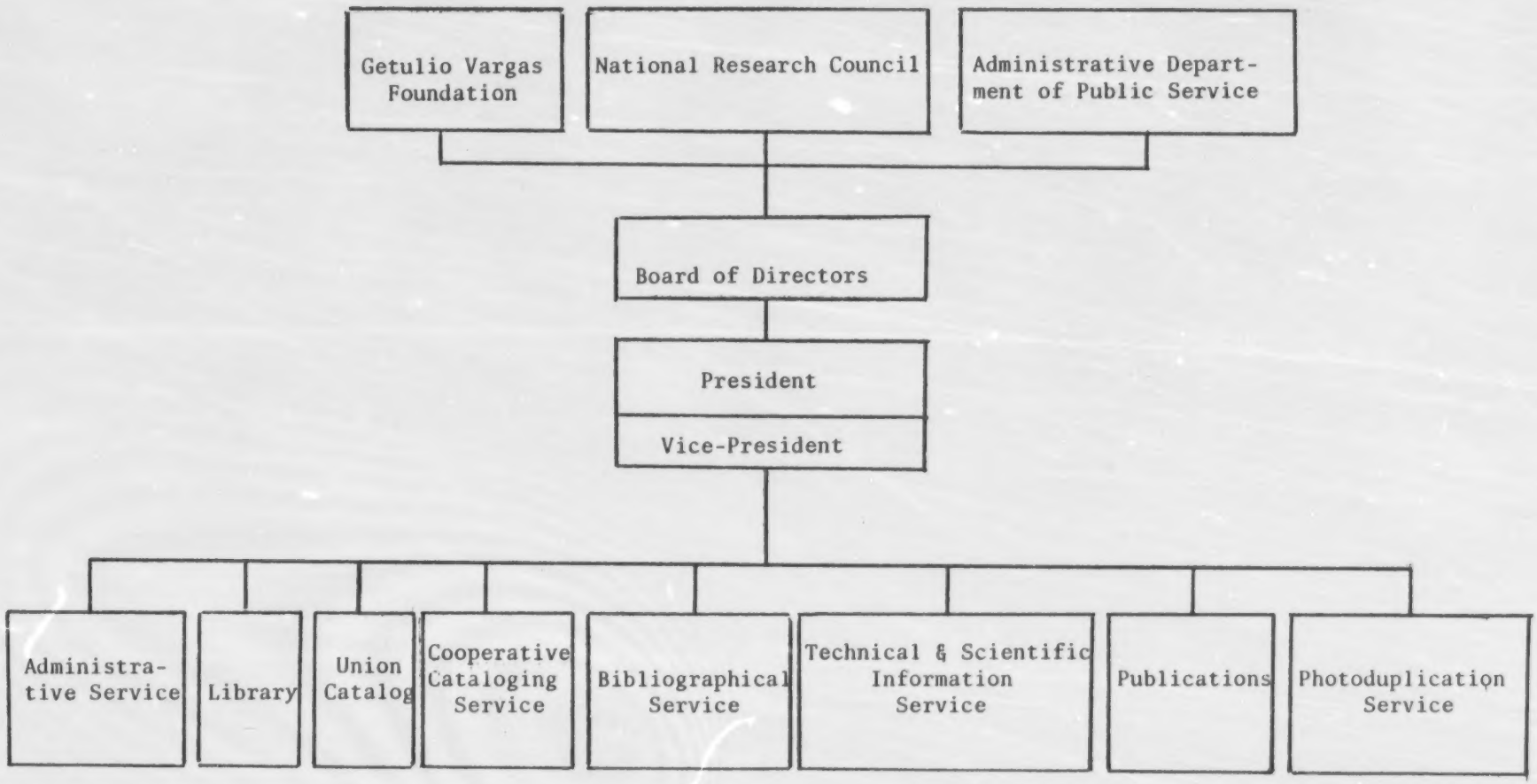
[68]Sydney Pierce, personal letter.

[69]Ibid.

[70]Maria Martha de Carvalho, "Associação Brasileira de Escolas de Biblioteconomia e Documentação," Encyclopedia of Library and Information Science, 1: 675-676.

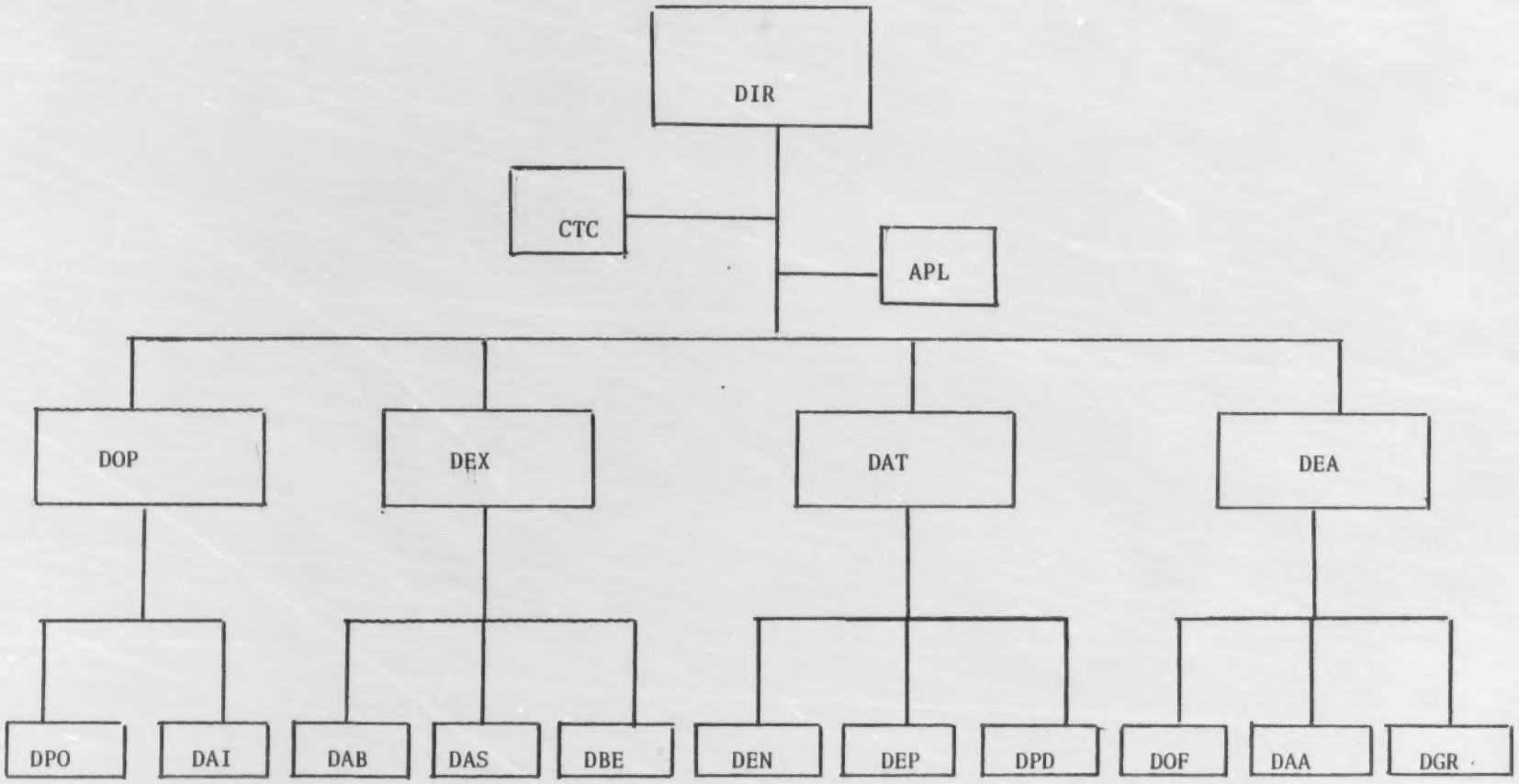
[71]Figueiredo, O Ensino de Biblioteconomia no Brasil 3: X.

ORGANIZATION CHART OF INSTITUTO BRASILEIRO DE BIBLIOGRAFIA E DOCUMENTAÇÃO



From William V. Jackson, "Libraries in Brazil," Encyclopedia of Library and Information Science

APPENDIX 1



Diretoria-DIR

Comissão Técnico Científica-CTC
Assessoria de Planejamento-APL

Departamento de Apoio Técnico-DAT

Divisão de Ensino e Pesquisa-DEN
Divisão de Estudos e Projetos-DEP
Divisão de Processamento de Dados-DPD

Departamento de Operação-DOP

Divisão de Produção de Documento-DPO
Divisão de Atendimento Individualizado-DAI

Departamento de Expansão-DEX

Divisão de Assistência à Bibliotecas-DAB
Divisão de Assistência Técnica-DAS
Divisão de Bases de Dados Estrangeiros-DBE

Departamento de Administração-DEA

Divisão de Orcamento e Financas-DOF
Divisão de Apoio Administrativo-DAA
Divisão Gráfica-DGR

ORGANIZATION CHART of Instituto Brasileiro de Informação em Ciência e Tecnologia

APPENDIX 2

The following chart was compiled from statistics found in O Ensino de Biblioteconomia no Brasil, volume 1, edited by Nice Figueiredo and in pamphlets received from the individual institutions. The program spoksored by the Universidade Federal de Rio de Janeiro/IBICT is not included. An asterisk (*) indicates that a post-graduate course is also offered.

the collection of statistical data has always been a problem in Latin America and this is reflected in the following chart. In the "Number of Students" and "Student Population" sections the numbers preceding a colon indicate the year (i.e., 77:100; one hundred students entered in 1977).

ABBREVIATIONS FOR SCHOOLS

FEFIERJ	-Federação das Escolas Federais Isoladas do Estado de Rio de Janeiro
FESPSP	-Fundação Escola de Sociologia e Política de São Paulo
UFBA	-Universidade Federal da Bahia
*PUC/Camp	-Pontifícia Universidade Católica de Campinas
UFRGS	-Universidade Federal do Rio Grande do Sul
UFPE	-Universidade Federal de Pernambuco
*UFMG	-Universidade Federal de Minas Gerais
*UFPr	-Universidade Federal do Paraná
USU	-Universidade Santa Úrsula
EBDSC	-Escola de Biblioteconomia e Documentação de São Carlos
UFPA	-Universidade Federal do Pará
UFF	-Universidade Federal Fluminense
*UnB	-Universidade de Brasília
UFC	-Universidade Federal do Ceará
FUA	-Fundação Universidade do Amazonas
ECA	-Escola de Comunicação e Arte, da Universidade São Paulo
FUOM/EBF	-Fundação Superior do Oeste de Minas-Escola de Biblioteconomia de Formiga
FUM	-Fundação Universidade do Maranhão
*UFPB	-Universidade Federal da Paraiba
IESMOC	-Instituto de Ensino Superior de Mococa
FUEL	-Fundação Universidade Estadual de Londrina
UFSC	-Universidade Federal de Santa Catarina
UDESC	-Universidade para o Desenvolvimento do Estado de Santa Catarina
FURG	-Fundação Universidade do Rio Grande
FBDTA/LOR	-Faculdade de Biblioteconomia e Documentação Teresa D'Avila, Lorena
UFES	-Universidade Federal do Espirito Santo
FATEA	-Faculdades Integradas Teresa D'Avila, Santo André
UNESP	-Universidade Estadual de São Paulo "Julio de Mesquito Filho"
FFCL/CAT	-Faculdade de Filosofia, Ciências e Letras de Catanduva, Curso de Biblioteconomia

INSTITUTION	DATE	No. of INSTRUCTORS	(Endogamy) INSTRUCTORS	CLASSES DAY	CLASSES NIGHT	No. Students ENTR.	No. Students GRAD.	Student Pop. FEMALE	Student Pop. MALE
FEFIERJ	1911	17	14	X	X	77:100	3040	76:90	76:10
FESPSP	1940	45	--	X	X	1799	1215	1101	31
UFBA	1942	14	14	X	--	77:60	241	231	10
PUC/Camp	1945	17	--	--	X	--	--	--	--
UFRGS	1947	19	16	--	--	--	--	--	--
UFPE	1950	12	11	X	--	77:52	556	526	30
UFMG	1950	18	16	X	X?	77:370?	672	660	12
UFPr	1952	12	12	X	--	525	290	280	10
USU	1957	12	3	--	X	77:411?	639	628	11
EBDSC	1959	11	10	X	--	77:220	403	77:214	77:6
UFPA	1963	13	13	--	--	--	--	--	--
UFF	1963	14	9	X	--	77:279	430	413	17
UnB	1963	10	1	X	--	--	--	--	--
UFC	1965	7	7	X	--	--	157	152	5
FUA	1966	6	2	X	--	341	137	131	6
ECA	1967	10	--	X	X	74	70	64	6
FUOM/EBF	1968	5	3	X	X	284	121	119	2
FUM	1969	14	12	X	--	230	170	226	4
UFPB	1969	10	5	X	--	77:40	124	123	1
FUEL	1972	8	2	X	X	--	61	61	--
IESMOC	1973	6	2	--	--	58	123	50	8
UFSC	1973	15	2	--	--	150	41	37	4
UDESC	1974	9	--	X	--	156	30	28	2
FURG	1975	8	--	--	X	66	--	60	6
FBDTA/Lor.	1975	6	--	--	X	125	--	127	8
UFES	1975	6	--	X	X	233	30	223	10
FATEA	1976	6	--	--	X	99	--	--	--
UNESP	1977	2	--	X	--	28	--	27	1
FFL/Cat.	1977	2	--	--	X	80	--	77	3

APPENDIX 3
UNDERGRADUATE PROGRAM AT UFMG

DEPARTMENT OF LIBRARIANSHIP (Biblioteconomia)

Currículo mínimo (courses required under federal law)

History of the Book and of Libraries
Organization and Administration of Libraries I
Classification and Cataloging

Required by the UFMG library school:

Introduction to Library Science and Documentation
Cataloging
Organization and Administration of Libraries II
Planning of Libraries
Mechanization and Automation

Electives:

Facetted Classification
Research Methods in Librarianship
Handling of Special Materials
Handling of Periodicals
Programming
Pathology (i.e., Preservation) of the Book
Rare Books

DEPARTMENT OF BIBLIOGRAPHY AND DOCUMENTATION

Currículo mínimo:

Paleography
Bibliography and Reference
Documentation B

Required by the UFMG library school:

Elaboration and Presentation of Scientific Works
Indexing
Brazilian Bibliography

Electives:

Reprography

Special Bibliography: Biomedical Sciences
Science and Technology
Special Sciences
Humanities and Arts

DEPARTMENTS OUTSIDE THE LIBRARY SCHOOL

Currículo mínimo:

History of Art
History of Literature
Evolution of Philosophic and Scientific Thought
Introduction to Historical and Social Studies

Required by the UFMG library school:

Administration
Statistics

GRADUATE (MASTER'S) PROGRAM
UFMG

Required of all students:

- Principles and Practice of Bibliography
- Principles and Practice of Administration
- Principles and Practice of Library Planning and Administration
- Studies of the Behavior and Education of the User
- Research Methods
- Studies of Brazilian Problems

Required in the area of "The Library and Education": The Public Library or The School Library

Required in the area of "The Library and Specialized Information": The Special Library

Electives for students in either area:

- Library Building Construction Programs
- Comparative Librarianship
- Preservation of Documents
- Epistemology
- Indexing
- Social Psychology
- Computer Programming
- Automation
- Quantitative Methods Applied to Librarianship
- Methodology of University Teaching
- Special Studies (believe this to be one of those catch-all headings so popular in American schools, available to accommodate new courses)

Additional electives for students in "The Library of Education":

- Communication and Teaching
- Children's Literature
- Brazilian Educational Policy
- Political Problems in Education (including problems of policy, etc.)
- Educational Psychology
- Sociology Applied to Education

APPENDIX 4

Schools, departments and faculties of Library Science and Documentation

A. North

1. Departamento de Biblioteconomia
Instituto de Ciências Humanas e Letras
Fundação Universidade do Amazonas
Rua Emilio Moreira no. 601
Manaus, Amazonas - 69.000

Department Head: Denise Benchimol de Resende

2. Departamento de Biblioteconomia
Centro Sócio-Econômico
Universidade Federal do Pará
Campus Universitário
Guama
Belém, Para - 66.000

Department Head: Professora Maria Lúcia Pacheco de Almeida

B. Northeast

3. Curso de Biblioteconomia da Universidade do Maranhão
Departmento de Artes e Comunicações
Centro de Estudos Gerais--FUM
Campus Universitário Bacanga
São Luis, Maranhão - 65.000

4. Curso de Biblioteconomia
Departamento de Comunicação Social e Biblioteconomia
Centro de Humanidades
Universidade Federal de Ceará
Av. da Universidade 2762/C. Postal 719
Fortaleza, Ceará - 60.000

Coordinator: Aracy Fiuza Costa

5. Curso de Biblioteconomia
Departamento de Administração e Contabilidade
Centro de Ciências Sociais
Universidade Federal da Paraiba
Conjunto Humanístico Bloco I,
Cidade Universitária
João Pessoa, Paraiba - 58.000

Coordinator: Professora Maria Neusa Morais Costa

6. Departamento de Biblioteconomia
Centro de Artes e Comunicação
Universidade Federal de Pernambuco
Cidade Universitária, Ed. Centro de Artes e Comunicação
Engenho do Meio
Recife, Pernambuco - 50.000

Department Head: Maria Tereza Amorim Pacomio

7. Departamento de Biblioteconomia e Documentação
Escola de Biblioteconomia e Comunicação
Universidade Federal da Bahia
Parque Universitário Edgar Santos
Canela s/n
Salvador, Bahia - 40.000

Department Head: Dinora Luna de Assis Quaresma

C. Southeast

8. Curso de Biblioteconomia e Documentação
Departmento de Administração, Centro de Ciências e Econômicas
Universidade Federal do Espírito Santo
Campus Universitário
Goiabeiras
Vitória, Espirito Santo - 29.000

Administration Department Head: Manoel Vereza de Oliveira

9. Escola de Biblioteconomia
Universidade Federal de Minas Gerais
Av. Antonio Carlos, 6627
Pampulha, Belo Horizonte, Minas Gerais

Director: Professora Ana Maria Athayde Polke

10. Escola de Biblioteconomia
Fundação de Ensino Superior do Oeste de Minas
Rua Barão de Piumby 247
Formiga, Minas Gerais - 37.290

Director: Lourdes Rodrigues Gómes

11. Curso de Biblioteconomia e Documentação
Centro de Ciências Humanas
Federação das Escolas Federais Isoladas do Rio de Janeiro
Rua Washington Luiz, 13
Rio de Janeiro, Rio de Janeiro - 20.000

Coordinator: Dea Santos de Araujo Coutinho Amadeo

12. Curso de Pós-Graduação
IBICT/Instituto Brasileiro de Informação em Ciência e Tecnologia
Departamento de Apoio Técnico/Divisão de Ensino e Pesquisa
ZC39
Rio de Janeiro, Rio de Janeiro - 20.000

Department Head: Laura Maia de Figueiredo

13. Departamento de Biblioteconomia e Ciência da Informação
Centro de Documentação e Letras
Universidade Santa Ursula
Rua Fernando Ferrari, 75
Botafogo, Rio de Janeiro, RJ - 20.000

Department Head: Maria Antonieta Requião Piedade

14. Curso de Biblioteconomia e Documentação
Centro de Estudos Gerais
Universidade Federal Fluminense
Praça do Valonguinho s/n, 4 andar (Instituto de Matemática)
Niterói, Rio de Janeiro - 24.000

Coordinator: José Lisboa Mendes Moreira

15. Departamento de Biblioteconomia e Documentação
Escola de Comunicações e Artes
Universidade de São Paulo
Cidade Universitária
Butanta, São Paulo, São Paulo - 05568

Coordinator: Professora Neusa Dias de Macedo

16. Escola de Biblioteconomia
Fundação Escola de Sociologia e Política de São Paulo
Rua Carlos Vicari, 124
São Paulo, São Paulo - 05033

Director: Professora Josie Spina Franca

17. Faculdade de Biblioteconomia
Pontifícia Universidade Católica de Campinas
Rua Marechal Deodoro, 1099
Campinas, São Paulo - 13.100

Director: Professora Maria Antonia Ribas Pinke Belfort de Mattos

18. Faculdade de Filosofia, Ciências e Letras de Catanduva
Curso de Biblioteconomia
Rua Seminário, 281/C. Postal 86
Catanduva, São Paulo - 15.800

Coordinator: Isabel Maria de Castro Ferreira Carvalho

19. Faculdade de Biblioteconomia e Documentação Teresa D'Avila
Instituto Santa Teresa
Av. Peixoto de Castro, 539
Lorena, São Paulo, CEP - 12.600

Director: Olga da Sá

20. Curso de Biblioteconomia e Documentação
Universidade Estadual de São Paulo "Julio de Mesquito Filho"
Av. Perimental s/n, Campus Universitário
Marília, São Paulo - 17.500

Coordinator: Lelia Magalhães Zelotti Mercadante

21. Curso de Biblioteconomia
Instituto de Ensino Superior de Mococa
Fundação de Ensino de Mococa
Rua Madre Cabrini 87
Mococa, São Paulo - 13.730

Coordinator: Professor Sebastião de Sá

22. Faculdade de Biblioteconomia
Faculdades Integradas Teresa D'Avila
Rua Siqueira Campos, 483
Santo André, São Paulo - 09000

Coordinator: Irma Theresinha Carvalho Castro

23. Escola de Biblioteconomia e Documentação
Fundação Educacional São Carlos
Rua São Sebastião s/n. C. Postal 382
Campus Rui Barbosa
São Carlos, São Paulo - 13.560

Director: Alfredo Américo Hamar

E. South

24. Departamento de Biblioteconomia
Universidade Federal do Paraná
Rua General Carneiro, 460, 7 andar
Curitiba, Paraná - 80.000

Coordinator: Professora Wanda Maria Maia da Rocha Paranhos

25. Departamento de Biblioteconomia
Centro de Comunicação e Artes
Fundação Universidade Estadual de Londrina
Campus Universitário
Londrina, Paraná - 86.100

Department Head: Norma Saraceni

26. Curso de Biblioteconomia
Faculdade de Educação
Universidade Para o Desenvolvimento do Estado de Santa Catarina
Rua Saldanha Marinho, 47
Florianópolis, Santa Catarina - 88.000

Assistant Director: Edlemira Rodrigues

27. Curso de Biblioteconomia e Documentação
Centro Sócio-Econômico
Universidade Federal de Santa Catarina
Campus Universitário
Trinidade
Florianópolis, Santa Catarina - 88.000

Coordinator: Regina Célia Montenegro de Lima

28. Faculdade de Biblioteconomia e Comunicação
Universidade Federal do Rio Grande do Sul
Rua Jacinto Gômes, 540, 4 andar
Porto Alegre, Rio Grande do Sul - 90.000

Director: Professor Fernando José Pinto Guerreiro

29. Curso de Biblioteconomia
Fundação Universidade do Rio Grande
Eng. Alfredo Huch, 475
Rio Grande, Rio Grande do Sul - 96.200

F. West Central

30. Departamento de Biblioteconomia
Faculdade de Estudos Sociais Aplicados
Fundação Universidade de Brasília
Apto. 15, Asa Norte
Brasília, D.F. - 70.000

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